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EDUCATION FOR LEISURE

James A. Wylie

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Ever since the publication of the "Seven Cardinal Principles of Education" the public schools have acknowledged their responsibility for education in the worthy use of leisure.

They have not been very successful in meeting this obligation since there has been a good deal of misunderstanding of the nature and scope of recreation. Many have not recognized that it may be mental, social or physical, organized or unorganized, but above all it must be based on the *interests* of the individual.

Our author feels that the schools have not given enough attention to arousing pupil interest but have tended to prescribe what they have deemed to be broad and logical programs. He believes that this is not really recreation and that unless more attention is given to developing the interests of pupils the schools will lose a good deal of their influence.

THE AUTHOR

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Chapter I

BACKGROUND CONSIDERATIONS

Introduction

"To enjoy leisure is to enjoy freedom. . . . We can no more afford to follow loose thinking in the sphere of leisure than in the sphere of economics. . . . The ends of leisure are fulfillment, growth and enjoyment. These are the important ends of life itself."

— Eduard C. Lindeman

Today the American people stand on the threshold of an era that will bring more leisure to them, than all the aristocracies of history, all the dictators, all the captains of industry, and all the patrons of the arts ever had at their disposal.

We have only to think back over the major changes that have occurred in the world during the past fifteen years and ponder on the swiftness of change to realize how much of it is before us as we contemplate the future.

To mention only one aspect of this changing world, we should remember that scarcely more than fifteen years ago our country held unquestioned economic, military and social leadership in the world. Red China was only just born, and our power when compared with the Soviet was obviously preponderant. The change that has occurred in this once comfortable balance of power is easy to observe. Mr. Khrushchev's confident activities, Russian successes in science, politics and human relations, and Mao's mobilization of China's millions speak for themselves. They promise a future that will require the best that is in us if we are to live on as we have in the past as a nation dedicated to the ideals of freedom.

We will have to be at our best if we are to survive. This means that whether at work or at leisure we must occupy ourselves with worthy pursuits, those that strengthen and refresh. An ancient Greek leader once said that a man could be judged by the type of activity that captured his interest. In a period of unusual leisure our strength, national and individual, can be sapped by the lushness of our material privileges and our abundance of leisure.

Our competitors for world leadership have made tremendous strides with a system that supervises, and budgets not only the productive efforts of their people, but, also their recreational pursuits and their intimate thoughts. It seems only too apparent that the world of tomorrow will be an infinitely more complex place in which to live; a world that will place an increasing premium on men and women who possess knowledge, understanding and a joy for living.

In a society of this type, the free inquiring mind is overwhelmingly superior to the product of any system of regimentation, provided its full potential is realized. The abundant leisure provided by our extremely successful economic system may yet prove to be the most revolutionary thing that has happened to mankind.

The next ten to fifteen years will be a testing period to determine which system will prevail. Our adversaries have already made spectacular achievements. However, the culture of our people, based on human dignity and human desires, can well lead the world to a golden period of peace and prosperity if we use our resources of leisure, education, and wealth wisely and vigorously.

It is obvious to all who are concerned with the education and the welfare of the American people that substantial changes must be made in the way education for leisure is developed. No longer can this be a program of by-products from academic pursuits or merely the concomitant of extra-curricular activities. It must be a carefully designed and vigorously pursued program to create, sustain and develop interests in thinking, responsive, and intelligent people. This cannot be the program of a few, isolated leaders. It must be the work of every educator concerned with the pursuit of any discipline, academic, practical, or highly specialized.

Essential to the background and study of education for leisure is a fuller understanding of the meaning and scope of three significant terms: education, leisure, and recreation. The significance of education and work, not considered here, is obvious to all. However, few understand the implications when these are related to leisure and recreation.

The Place of Education in the Use of Leisure

When Robert Louis Stevenson was a young boy he sat at the window at dusk quietly watching the lamplighter as he walked by his home, touching the lighted wick to the gas burners in the street lights. His mother, concerned over the long period of silence, asked Robert what he was doing. He replied, "I'm watching the man punch holes in the dark."

This exemplifies, in a small way, the purpose of the following remarks on education which are designed to be specifically related to leisure.

Obviously education has been defined in many, many terms. John Dewey once said: "Education may be defined as a process of continuous reconstruction of experiences with the purpose of widening and deepening its social content, while at the same time the individual gains control of the methods involved."

If one looks at education broadly it can be seen that it is much more than merely cramming students with a knowledge of specific academic subjects. It includes, as well, the development of a wide variety of skills, interests and appreciations in the areas of human living, including: vacations, citizenship, health and the use of leisure. These in the broad sense, require programs of guided learning which extend far beyond the walls of any school house. The core to this is ability to relate favorably to society. Society is one word, but infinitely many things. It covers all the ways in which, by associating together, men share their experiences and build up common interests and aims. Philosophy comes in as a way of changing man's outlook as well as changing his character. How man is going to react toward this machine civilization depends pretty much on what kind of man he is.

It was Aristotle who said: "As the state was formed to make life possible so it exists to make life good." With this in mind it is easy to understand that the responsibility to prepare for leisure has been accepted, by several very significant educational committees, to be the concern of education, i.e., the schools. The committees feeling strongly that this was proper, included:

The Commission on the Reorganization of Secondary Education;

The Committee on Standards in the Reorganization of Secondary Curricula;

The Committee on the Social Economic Goals; and

Educational Policies Commission.

Despite the fact that committees such as these see the need for education in the worthy use of leisure time, there is a great deal of evidence that there is a terrific gap between the statement of the aim, and its fulfillment.

Today, one basic problem in education is the question of how much of our human resources are being left untapped when education turns out a highly trained specialist with little or no knowledge outside of his field, a liberal arts student "steeped in tradition," or even a less highly trained person merely capable of earning a living. Obviously in each instance the education is incomplete. If educators do not use the new leisure to increase and improve education there will, by necessity, be a great cultural decline.

In these times when scientific and technical knowledge appear to be multiplying in geometric progression, the scientist and teacher are hard pressed to read extensively enough to keep abreast of the developments in his own field, much less the broader areas relating to the society he lives in. When this occurs there can be no retreat to the ivory tower.

Our society is full of contradictions. We have unprecedented wealth and too few schools; a desire to send our children to college yet too few trained faculty; we have more leisure and no education in how to use it; we talk about the individual and creative thought yet we exact conformity as a price to try to achieve it. What then are the implications for education?

One danger is that this incomplete education will settle on a narrow concentration of "ivory-tower education," a concentration on the scientifically gifted, and the measure of our results chiefly the number of engineers or Ph.D.'s graduated. We can be easily outstripped if these are our goals! If we wish to develop a unique standard of education — such as our present standard of living — it must be in the area of values, ideals and ideas.

Education, rather than merely decry the mediocre literature, criticize the TV shows, tolerate the "spectatoritis" of modern amusements and games, ignore the gambling, the drinking, and the vicarious participation in low-level activities, must *do* something really to educate individuals and groups in *what, how* and *when* to use leisure! This cannot be left to commercial enterprises, for their goal is very different — return on an investment.

Culture was once for the wealthy alone, and the skills for earning a livelihood for the remainder of the people. Mechanization of industry has created leisure, automation will increase it. Our increased productivity has come in two forms, two-thirds in goods and services, and one-third in leisure. Education will probably use this leisure in one of two ways; keep our children in school longer or retire workers sooner.

Society has realized that the narrowly educated man does not make a good executive, that technical knowledge is not enough. Realization, slow to arrive, indicates that the most important fact of technocracy is that the time away from work, rather than work itself is dominating the week. Social scientists tell us that education has failed to help people use their leisure wisely. This becomes more and more obvious when leisure activities are used simply because "everyone is doing it," or there is "nothing else to do."

When child or adult says "I wish I had something to do," "there is nothing to do today," "what can we do?", we have sound evidence that the individual is the result of an impractical and narrow education. A sound program inevitably provides the individual with skills, ideas and interest to use with all available leisure.

Adult education should be the result of wise planning for those who wish to continue their education outside of school. This will be successful only when the adult is *interested.* The adult will not willingly, nor long, be a member of a captive audience as students in our schools and colleges are today; captive to academic degrees, a series of courses, a certification requirement,

or the pressures of an academic group with its own standards, rules and regulations.

We expect intelligent adults, and we hope children too, will have interests that are specific and dynamic; they are the natural terms of any concrete social thinking. However, if these are identified only with petty selfishness, then their value is lost beyond recovery.

Education must lay a foundation for maturing interests. The child or adult has nothing at all but experiences, and everything he comes to, he comes to only through experience. These must come first, from the home through well-prepared parents, and later from enlightened youth, and finally from mature adults. In each instance the search must be for activities that are interesting and challenging.

Education, generally, in its formal program has failed to provide interests for nearly all groups because its experience offerings are bookish, unrealistic and without challenge. Recreation, in its narrow concept, has tried to step into the breach, and has satisfied in only a very pitiful way, some of the needs and interests that a complete education should long ago have met.

What is needed in order to keep adults and children full of vitality is opportunity, not security. Security is merely a refuge from fear; opportunity is the source of hope. Children look for the experiences of adventure, and adventure provides little or no security. Adults look for security because they, too, have no recourse to opportunity to express themselves. Their lives are run for efficiency, punctuality, and the desire for achievement and success. These are the things that make Americans so unhappy and nervous. If activities are to be interesting, the process must present some difficulty and yet some prospect of a successful issue — when activities of this sort are around they furnish their own drive and force.

When one is concerned with the supposedly higher pleasures of the mind and the spirit it is necessary to see to what extent they are vitally connected with our senses, rather than with our intellect. As one goes over the higher pleasures of the mind: literature, art, music, religion, and philosophy, we can see what a minor role the intellect plays in comparison with the senses and feelings. We could use many illustrations. When a novel approaches a standard of true literature it gives us a feeling of real people and real emotions; the music is sentiment without words, the picture moves us to feel the wind, the soft green grass, and the cool shade of the trees. All are satisfactions of our senses. As one grows older the senses become gradually benumbed, our emotions more callous to suffering, injustice and cruelty, and our vision of life is warped by too much preoccupation with cold, trivial realities. It is then that education for leisure must *re-create* life for man. We have today education for the teaching of a skill or a trade — doctor, dentist, lawyer, accountant, teacher, banker. Each individual must possess the technical knowledge to earn a living. However, to succumb to the fallacy that once this trade or skill has been learned the person has been educated is a bitter mistake. This is a confusion of "making a living" with the "making of life." We need, today more than ever before, education for life, the time and ability to appreciate the beauties of man and nature, to give fullness and completeness to our character so we can play a worthwhile role in this world. We gain this "education" chiefly through the intelligent use of leisure.

That this education for leisure is basically neglected by education does not mean that little or no money is spent for leisure use, equipment, skills, and travel. Quite the contrary. The people of this country spend much more than

forty billion dollars a year, more than is spent by all the armed forces of the United States during a period of military unrest, for recreation.

Recreation expenditures cut across a multitude of areas and can probably never be adequately classified or even verified in any manner because the lines are inexact.

TABLE I. Some Expenditures for Cultural Entertainment

Magazines	$2,000,000,000
Endowment for Higher Education	4,500,000,000
Books	1,200,000,000
Classical phonograph & Hi Fi Records	83,000,000
Musical instruments	500,000,000
Theaters — Operas — Concerts	313,000,000
Amateur Art Supplies	30,000,000
	$8,626,000,000

This sum does not even begin to consider the expenditures for libraries, museums, free musical programs, adult education, music lessons, and a multitude of related or similar activities. It is virtually impossible to completely understand the scope of cultural entertainment and its costs.

TABLE II. The Expenditures Attributed to General Recreation Activities

Liquor Industry	$10,000,000,000
Vacations Abroad	2,000,000,000
Pleasure Boating	2,000,000,000
Fishing	2,600,000,000
Swimming Pools and Maintenance	1,000,000,000
Aquatic — Scuba Equipment	15,000,000
Inflatable Rubber Water Toys	40,000,000
Women's Bathing Suits	225,000,000
Hunting	1,000,000,000
Bowling	1,000,000,000
Golf	1,000,000,000
Do-it-yourself	12,000,000,000
Gardening	2,000,000,000
Out-of-doors Grills	100,000,000
Photography	700,000,000
Disneyland	13,500,000
Movies	1,200,000,000
	$35,873,500,000

Again, this accounting fails to include admissions and costs at high school, college or professional levels, for sporting events, games, dances, softball, horseshoes, tennis, badminton, squash, riding, cards, horse racing and a multitude of other activities. It is easy to see that this entire program of education, and it is an educational program in the truest sense of the word, is an exceptionally expensive one that demands the best educators can give it if the public is to get what it needs and buys.

With this new leisure there are unlimited opportunities for education — education to the limit of individual capacities. These opportunities fall within the range of all people who understand the meaning of education and have the desire to think, do, and create.

It seems obvious that the final test of any civilization is: what types of husbands and wives and fathers and mothers does it turn out? Beside the austere simplicity of this question every other achievement of civilization — art, philosophy, literature, and material living pales into insignificance.

When the law allows children of 14-16 years of age, who have little more than completed an elementary school education, to attempt to assume places as more or less independent members of society they have made a grave error. At this age and with this background will they be able to devise or even approve intelligently appropriate procedures for solving their leisure needs? How difficult will the charlatan, the bigot and the demagogue find it to play upon their emotions and ignorance when they seek opportunities to enrich their leisure? In our hearts and minds we must know we have failed to offer adequate education for leisure!

The Place of Leisure in Education

Leisure can best be defined as a matter of time — time to do with as one wishes. It has no compulsions, and in itself has no value. The only way in which it can gain value is to give meaning and purpose to its use. This is done when one engages in any activity which is purposeful, and has value and meaning for both the individual and society. In no way are leisure and recreation alike.

Civilizations, in earlier days, have paid dearly for the privilege of leisure. The great philosophers of Greece even went to the limit of justifying slavery because it made possible leisure for the citizens. However, Greece had a philosophy for leisure; America has despised it at times. America since its "settling days" has often confused leisure with idleness — even with debauchery. This is a confusion even today — the use of leisure rather than the time to be used. The reason for this is simple. The American philosophy of success, too often, has been centered around quantitative things. One must make money to get on in the world. It was because of this lack of philosophy that early settlers felt: "Play not as a child for fear you will play as an adult." This gave the connotation that leisure was to be abhorred at all costs.

Leisure, because it was not concerned with making money, was never respectable with Ben Franklin, nor with many people of his time. Common among the quotes of Franklin were: "Time is money," "Waste not, want not," "Diligence overcomes difficulties, sloth makes them." These quotations gained great popularity and resulted in a philosophy that frowned on leisure.

Our American forefathers detested idleness. Work was the fundamental need in early pioneer society. No misspent time was tolerated. Those who would not use leisure "wisely" for work of their own volition were driven to it under compulsion. Religion suppressed amusements through moral sanction of laws against the "waste of time." Necessity and the tradition of work kept many people from enjoying the leisure they had; new leisure came so very slowly they were hardly aware of its coming.

The Industrial Revolution saw men, women and children working six days a week, twelve hours a day. Since that period, through slow revolutionary

changes, the hours and work week have been shortened until the standard is now five days and forty hours a week. This allows the workers about 3,700 free hours, the equivalent of 230 full 16 hour days off each year, besides time for sleep.

Many businesses report that their employees now actually work only thirty to thirty-two hours a week. There is additional evidence, and a strong belief, that by 1965 the great majority of workers will be engaged in a four-day week. With the advent of more automation, and an increase in population, in one hundred years the work week will be only eight to ten hours long.

It is true no civilization has been able to develop and exist without work; yet the culture of a people depends upon the use of leisure for its development. The world has longed for leisure as an escape against work and earning a living. An attitude of this sort is a commentary on American life for this only illustrates that work provides little, if any, satisfaction.

Leisure, for everyone, as desirable as it may be from both practical and philosophical viewpoints, is fraught with dangers that are yet unknown. History attests to the civilizations that have risen, and fallen, because of the ways in which their peoples have spent their leisure. This country cannot be expected to be an exception.

There is nothing a man enjoys more than leisure, and this does not mean that one does nothing during this time. Leisure enables one to read, to travel to prominent places, to look for beneficial friendships, to write books, when it is used wisely. Unused it is like unoccupied floor space in a room.

It has been said that culture is essentially a product of leisure. The art of culture is, therefore, essentially the art of loafing — the wisely idle is the most cultured man. This philosophy of leisure has no place in the American way of life today for the average American has little unoccupied time. We may disagree on his use of it but he does use it.

This country has developed no leisure-time philosophy for the simple reason that until this generation there has been little or no leisure. Our forefathers found the settling of this country to be no easy task. The conquering of the wilderness was a full-time job. All one has to do is to leave the well-travelled path and live under primitive conditions to realize the amount of time and effort this takes.

The nearest thing to a philosophy of leisure developed when it was believed that leisure was something one earned after working hard and coming home exhausted. The function of leisure, through play and recreation, was restorative — to help a person come back to his job with new vigor. Since work is becoming less exhausting, leisure and recreation now have a different function. Its function is to restore meaning to one's life through creative activity of one's own choosing.

Recreation's Relation to Education

For every individual, recreation is a personal matter; in effect, each person says: "This is *my* leisure and I intend to use it as *I* want to." Much of this use of leisure is spontaneous and requires little organization, special emphasis or special planning. It does, however, demand education for its wise use.

The term recreation was probably created from a golden philosophy of the humanists who sensed a need for man's "re-creation." As man became more and more aware of his needs for activity, and as leisure increased the term recreation became closely associated with leisure. Recreation is the use of

activities during leisure. It must be seen, however, that the provision of facilities and leadership are not in themselves recreation.

Man must realize that to adequately profit from recreation he must see it as an aspect of modern culture, and as an answer to human needs. The cultural standards of any society are reflected in the leisure-time pursuits of its citizens — the sports, arts, crafts, music, drama and social programs that are a part of their lives. It is this "tone of living" that makes a happy human, and a happy community.

Recreation is not merely the antithesis of work. Work and recreation are complementary in nature. This is based on the concept that work is a highly honorable activity that brings many rewards and satisfactions. Drudgery sets in when rewards and satisfactions are no longer obtained from work. The individual who most needs recreation is the one who gains few or no satisfactions from his work.

The secret of leisure is the use we make of it. Men dream, countries do not. When man dreams he is not concerned with change, he is unafraid. He gains, at least for the moment, a new birth of freedom. He reinvests his lot, and his abilities, in these dreams. Children's dreams are real — they are less afraid. Adults' dreams are often fleeting and very unchallenging. It is the function of recreation to help people to dream their dream and engage in that dream.

To create dreams recreation must provide, in at least a small way, a measure of perfection. This requires fresh and continuing experimentation. When this is exhausted staleness sets in. Repetition produces a gradual lowering of vivid appreciation until the activity has no value. Convention, too, dominates through the suppression of adventure.

The activities and skills in recreation come to the individual today in a very different manner than they did in a generation or two ago. At one time there was always a "visitor's seat" where one sat to observe the work of the artisan at his forge, bench, sawmill, cider press, meat block, or alongside the mother baking bread, making jelly or even sewing new clothes. Today, the house is framed in a day, the meat packaged and waiting for the buyer, and the artisan who completes one job from beginning to end is a rarity. The gap must be filled somehow, and so recreation leaders, school teachers, and youth agencies step in with planned programs, chiefly sports and games with competition ruling supreme. This is often a great disservice to recreation, and to the people searching for satisfying programs or activities.

Since we are human beings each has a soul, a destiny, rights, ideals of his own as well as an individual life through which this soul, this destiny, these rights, these ideals get their expression. This life must have opportunities to express itself if man is to be happy, useful, and successful.

Too often, work fails to allow for freedom of expression, and is frequently rife with stress, strain, and conformity. Usually, it takes the form of repetitive wagework that fails to provide for craftsmanship, or moral and spiritual values to give it meaning, and purpose. It offers no satisfactions.

Recreation is designed to break this restrictive chain and give man the opportunity to express himself through his genius, self-respect, and individual effort. Since recreation encompasses the entire life span of the individual and goes far beyond the limits of the six to sixteen years of age allotted to formal education — it is confronted with a great many problems.

These problems are so complex that even the causes are somewhat unascertainable. This, however, does not indicate that one should not try to live more

abundantly. This demands a sense of values, and a sense of direction to assure that a person will not launch into a thousand unimportant activities. This may require a revaluation of life's values — a reclassification of the aims and purposes of living in a changed world. To do this people must select activities which are of the greatest worth. They must seek how to more adequately understand the whole culture pattern of which leisure activities are a part.

It has been assumed that recreational activities do not require specific training; this is obviously false as is evidenced by the misuses of leisure. Today the preparation for the use and enjoyment of leisure requires more thought and effort and is more difficult than training individuals for vocations.

Education for the use of leisure includes the enrichment of personal lives, the creation of interests, the development of a philosophy of life, as well as the promotion of skills. In addition interests, attitudes, habits, tastes, and desires must be adjusted to the social situation so that the individual will choose and follow forms of recreation that are truly creative, enjoyable, and constructive.

Special care must be taken to assure that people will not use for their recreation only the ready-made or easily purposed thing that may so very often represent a false standard of what is good recreation. The activities selected should be evaluated for the value of the activity alone, and not for some intrinsic one.

Since training for the "worthy use of leisure" was first started in the home, and developed further by the school, community, and private agencies, there are broad diversities of interest, wishes, habits, and cultural background that make it extremely difficult to suggest what will constitute an adequate program for all regardless of age, sex, physical health, interest, ability, socio-economic level, population, geographical setting, or any other criterion.

It is recognized, nevertheless, that some form of activity recommendation must be made if people are to select their pursuits wisely. The recommendations fall under nine major headings. The activities listed under each are not intended to be all-inclusive but rather representative of the types available for enjoyment. It is also imperative to recognize that a broad selection and diversity of activities are essential if one is to be well prepared for the wise use of leisure. It may be said that a minimum of one activity under each major heading would indicate wise selection, and a multiple selection, to the exclusion of choices under other of the major headings, may well indicate unwise activity selection.

These activities are not for children only, but can be participated in by all age groups. It should be especially recognized that these activities can be engaged in by those with or without previous preparation for the process of learning is never complete, and most of these can be started at any age level in one form or another.

Suggested Classifications for Recreational Activities

I. *Sports Participation:* Involves active physical participation

1. Badminton
2. Baseball
3. Basketball
4. Billiards
5. Bowling
6. Croquet
7. Golf
8. Handball
9. Horseshoes — quoits
10. Horseback riding
11. Softball
12. Table Tennis
13. Tennis
14. Swimming
15. Tetherball
16. Volleyball

II *Spectator Sports:* Passive-emotional participation chiefly watching the activity

1. Baseball
2. Basketball
3. Boxing — wrestling
4. Football
5. Golf
6. Ice Hockey
7. Softball
8. Swimming, Diving
9. Tack and Field
10. Tennis
11. Winter sports
12. Television Sports Programs
13. Horse Racing
14. Sailing

III *Nature and Outing Activities:* Active Participation

1. Auto riding
2. Bicycling
3. Camping
4. Coasting
5. Canoeing — Rowing
6. Excursions
7. Fishing
8. Hiking
9. Hunting
10. Gardening
11. Ice Skating
12. Sailing — motor boating
13. Ice Fishing
14. Skiing
15. Mountain Climbing
16. Picnicking
17. Nature Study
18. Exploring local sites

IV *Spectator Activities:* Passive-emotional participation, watching the activity

1. Motion Pictures
2. Stage Presentations
3. Television Broadcasts
4. Musicals
5. Opera
6. Radio Concerts — Dramas
7. Television — Concerts — Dramas
8. Symphony Concerts
9. Amateur Theatricals
10. Book Reviews — Forums

V *Social Activities:* Active Participation

1. Barbecues
2. Basket Suppers
3. Beach Parties
4. Card Games
5. Clam Bakes
6. Corn Roasts
7. Camp fires
8. Progressive Games Parties
9. Progressive Dinners
10. Table Games
11. Square and Social Dancing
12. Social Games

VI *Drama, Music, Mental Activities:* Active Participation

1. Action Songs
2. Choruses
3. Christmas Caroling
4. Instrument
5. Informal singing
6. Charades
7. Movie and Picture taking
8. Impersonations
9. Creative writing
10. Study groups
11. Magic
12. Mental games
13. Reading
14. Theatricals
15. Puzzles
16. Folk Dancing

VII *Arts and Crafts:* Active-creative participation

1. Block Printing
2. Wood Carving
3. Ceramics
4. Cookery
5. Knitting
6. Leathercraft
7. Mechanics
8. Model Crafts
9. Painting
10. Photography
11. Sketching
12. Rug Hooking

VIII *Organizational Interests:* Active Participation

1. Boy or Girl Scouts
2. Church Clubs
3. Entertainments
4. Leadership of Clubs
5. Recreational Leadership
6. Red Cross Work
7. Social Service Work
8. Service Clubs
9. Town Government
10. Veterans' Affairs

IX *Collecting:* Active Participation

1. Antiques
2. Autographs
3. Buttons
4. China
5. Coins
6. Stamps
7. Match Box Covers
8. Many others

When people have experienced a broad sampling of the types of activities listed above, they have beyond any doubt developed talents and resources to enjoy and appreciate good friends; have cultivated good literature, fine music, art, and creative crafts, as well as having had a rich opportunity to experiment with a wide variety of hobbies and avocational interests. As they have developed skills in dancing, dramatics, games, sports, and nature they find a new world opening for them. They find they have enriched their personalities, have high moral standards and values, and are guided in their lives by spiritual ideals that lay the foundation for abundant living.

Activities of this type clearly illustrate the fundamental inference that to be recreational, they must:

1. Be engaged in for the sake of the activity itself.
2. Not have any form of compulsion other than an inner desire to engage in it.
3. Not be encouraged by the offer of awards and prizes.
4. Be engaged in during leisure.

Chapter II

RECREATION AND DELINQUENCY

Specialists in the fields of recreation and juvenile delinquency hesitate to try to indicate the relationships, if any, between delinquent acts, and the programs of recreation provided for all youth. Recreation leaders are the first to state that recreation is not planned for the purpose of reducing delinquency. However, if recreation does meet its chief objective; that is, the wise use of leisure then there is significant opportunity for well-planned recreation programs to keep potential delinquents from misusing their leisure.

In general the term "juvenile delinquency" refers to the behavior of children and youth, usually between the ages of seven and eighteen, that violates the rules and norms of society. The significant problem that must be faced with this definition is that the various societies have different norms of behavior as well as different levels and severities of norm-violating behavior. When this is recognized the major issue comes to the fore — which level and which specific acts shall be the ones that are considered norm-violating? Society is not yet prepared to make this decision! As the result delinquents continue to have more "leeway" than many think is wise.

The result of this indecision is that the present rate of delinquency and troublesome behavior continues to grow in intensity.

Kvaraceus[1] and others see four types of youngsters:

> "(a) the youngster who does not habitually engage in serious norm violation and who is mentally and emotionally normal; (b) the youngster who frequently engages in certain forms of serious norm violation but who does not manifest any clear evidence of mental or emotional illness; (c) the youngster who engages in norm-violating behavior and manifests emotional disturbances; (d) the youngster who gives evidence of emotional or mental illness, but does not engage in norm-violating behavior. These four types are overlapping and represent degrees in severity of transgression and degrees of well-being or illness. They are not to be conceived as air-tight categories. Each requires closer inspection."

According to Miller[2] all delinquents can be designated as belonging to one of four major groups according social class status and degree of emotional disturbance. The percentages of these groups are estimated to be approximately:

Non-lower class, emotionally disturbed	10%
Lower class, emotionally disturbed	15%
Non-lower class, little or no serious emotional disturbance	5%
Lower class, little or no serious emotional disturbance	70%

It should be recognized that these two large groupings or culture levels, middle, and lower class, can be sub-divided into various sub-categories. It is these two groups that represent the bulk of this country's population.

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[1]Kvaraceus, W. C., and Miller, W. B., *Delinquent Behavior: Culture and the Individual.* Washington, D.C.: National Education Association. 1959, p. 50.

[2]Kvaraceus, W. C., and Miller, W. B. *Delinquent Behavior: Culture and the Individual.* Washington, D. C.: National Education Association, 1959, p. 54.

A great deal can be said about further stratifying the various types of individuals involved in delinquent behavior. As far as recreation is concerned this would probably play little if any significant part in helping one to use his leisure wisely.

As was stated under the definition of leisure, leisure in itself is not always conducive to norm-acceptable behavior or activity. Time and time again one may see the distortion of leisure; the use of leisure as a springboard for crime, tragedy and despair. The extra hours of free time, after coming home from school or work, on "days off," during vacations, have often been spent conniving and perpetrating crime. Leisure put to this use is leisure misused, and becomes the highroad for the warping of the individual as well as the injuring of society.

Leisure misused and perverted becomes the weapon of the criminal. Boys and girls when apprehended for the commission of an offense will say, "I didn't have anything else to do;" "I had to do something." They use leisure as the protective covering for their misdeeds. If only these talents and energies which are given to crime and sin were redirected into channels of worthwhile productive efforts everyone would be happier. This is the problem!

The delinquent is faced with a youth-adult chasm that is growing larger and sharper all the time. This is brought about by every type of situation where a youth comes into contact with an adult. More often than not the adult has the last word and the youth resents it. The result is that the relationship between the two is strained. Whenever it is possible the youth will select the path, or activity away from the desires or interests of the adult in order to make a decision that he can call his own. This often carries over into almost all of his activities reaching even into his leisure.

How a boy wants to use his leisure is important; it is the key to his interests. The Gluecks[3] state that delinquents have markedly different interests for leisure than do non-delinquents. They state that recreational preferences are as follows:

Activity — Nature	*Delinquents*		*Non-delinquents*		*Difference*
	Number	*Per cent*	*Number*	*Per cent*	*Per cent*
Adventurous	213	47.9	45	9.5	38.4
Active non-competitive	164	36.8	219	46.5	— 9.7
Competitive	34	7.7	137	29.0	21.3
Non-active	12	2.7	37	7.8	— 5.1
No Preference	22	4.9	34	7.2	— 2.3
Total	445	100.00	472	100.00	

This specific preference by the delinquents for adventuresome, exciting forms of activity is a most significant finding. It is the one area in recreational programs that is almost completely ignored! The usual substitution for this adventure is a heavy emphasis upon competitive games and sports. These require obedience to specific rules and regulations, and it is this very demand for obedience to rules that divides the delinquent from adults, and their con-

[3]Glueck, Sheldon and Eleanor, *Unraveling Juvenile Delinquency.* New York: The Commonwealth Fund, 1950, p. 160.

ceived regulations. It is, therefore, not the least surprising that he wants little or no part of sports and games. In fact it is very likely that he will quickly adopt a contemptuous attitude toward them thereby increasing the problem greatly.

This is rather odd because traditionally the delinquents as compared to non-delinquents as a group are somewhat stronger, superior in growth, are more homogeneous in proportions, and have a greater preponderance of mesomorphic constitutions. There is a marked lack of endomorphic individuals in the delinquent group.

The Gluecks[4] state that delinquents are:

1. To a greater degree more socially assertive, defiant, and ambivalent to authority than non-delinquents.
2. More resentful of others, far more hostile, suspicious and destructive.
3. More impulsive and vicarious and decidedly more extroversive in behavior.
4. Less cooperative and dependent upon others.
5. Less conventional in ideas, feelings and behavior.

These have significant bearing on the recreational programs that should be planned for this entire group. The activities should be hand picked to eliminate an opportunity to further develop these characteristics.

From the standpoint of temperament delinquents are much less conventional, and less conscientious in achieving goals regardless of who sets them. They are seldom critical of themselves, and are much more self-centered than non-delinquents. The delinquents react to stress situations, and the resulting tension by extroversive expression. This constellation of norm-violation quickly brings attention to them as a group.

We have given an overview of the nature and character of the youths who have been identified as delinquent; let us now turn to an analysis of the general run of public recreation programs. They are generally recognized as failing because:

1. They are essentially competitive and are, more often than not, of a team nature, i.e., baseball, basketball, volleyball, softball, football, badminton, and the like.
2. The majority of them involve money for participation or necessary equipment.
3. The opportunities to *actually participate* are far less frequent than one would commonly believe.
4. The recreational programs lean more to spectator and passive activities than to active ones.
5. The activities usually require a specialized skill that demands more or less constant training and perfection of detail which is not common to many children in this classification.
6. There is little or no opportunity for youth to plan and direct their own opportunities in a manner they would like.
7. Adults too often monopolize the activities in an effort to gain personal satisfaction from the leadership as well as the vicarious participation.
8. The major portion of the recreation program is boy slanted, leaving little participation for girls.
9. The program fails to provide a wide range of choice in activities offered.

[4] *Ibid.*

10. Family recreation is usually ignored or very inadequately conducted.
11. They fail to provide activities that are progressive in nature so that there is a continuing challenge to the participants.
12. It fails to provide recreational opportunities during the entire year with special attention to vacations, weekends and holidays when leisure is most abundant.
13. The programs have little or no continuity.
14. The leaders though sincere and well intentioned are often inadequately trained and do not understand youth.
15. Inadequate teaching or coaching are given the youth when new activities are introduced to them.

Because public and semi-private programs fail to meet the needs of youth, many problems are developed that encourage delinquent acts. Once they are in trouble it is not an easy task to return them to a purposeful living that is society approved. It is not only difficult, but very costly and often too late. The results of poor programs can be evaluated when one views delinquency and recreation at the adult level.

A study of prison inmates by Previte[5] indicated the following:

1. There were no activities reported, with frequency, that were used during his childhood by the inmate's family.
2. Family members seldom ever engaged in watching spectator sports.
3. Radio and motion pictures were the most commonly engaged in activities. (These required little or no preparation before participation.)
4. In the area of social activities card games were the most frequently used activity.
5. No arts and crafts activities were mentioned as being used by the family.
6. No use of collections of items was made by the families of the inmates studied.
7. The group studied felt that the reason they did not participate in family recreation activities was due to the fact that they did not learn skills early enough in life.
8. Sports activities were seldom reported as in use as family recreation activities.
9. The only nature and outing activities used were those that were related to the family automobile; riding and picnics.
10. Participation of the inmate group in seventy-six recreational activities was indicated to be significantly different, at the five per cent level, when compared to a control group of the population.

These findings lend considerable support to the fact that delinquents, or perhaps differently stated, the convicted prisoners had a very different type of family recreation than did the general population.

Obviously there is a need to make recommendations for a program of activities that will have an effect on children and youth before they become committed to norm-violating behavior. This is an extremely difficult task due to the fact that many, many factors are involved in the overall problem of delinquency.

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[5]Previte, Henry, "A Study of the Family Recreation Habits Prior to Confinement of 100 Inmates of the Massachusetts Reformatory, West Concord, Mass." Unpublished Master's Thesis, 1951.

It has long been recognized that recreation is chiefly a matter of *attitude*. This, probably, is also the case of youth's participation in acts that are frowned upon by society — a personal attitude toward the activity or the response it will gain from others. The root of the problem undoubtedly lies in the development of a socially approved attitude. Since we have different societies, as indicated earlier in this chapter, there is very great need for leadership that can "level" these societies, and secure a "good" attitude toward specific recreational activities. Basic to this, however, is the need to develop skills in which the youth will take pride.

Earlier in this chapter there were mentioned fifteen weaknesses of the average community recreation program. If good programs are to be established these weaknesses must be largely overcome. When the following activities are viewed as possible suggestions for a recreational program for norm-violating youths every effort should be made to remove the effect of the shortcomings or weaknesses mentioned.

Suggested Activities

1. Before sports are included in any program every attempt should be made to influence the youth by contact with professionals in the activity. Prestige "rubs off" quickly with this group. This should be followed, in season, with careful, thorough, and deliberate training and education in the basic skills. Above all, however, it must be clearly stated that it is recognized that only a small percentage of the group will be interested and skilled in the particular activity. Also, that if any individual is not interested or successful this is a perfectly normal thing. Once this is recognized by the entire group there will be no need for "face-saving." This will solve one significant problem of delinquents usually involved in non-success situations.

For the non-success group another activity must be approached. If possible the first group should be encouraged to stay with their success activity. This will allow the less skilled freer rein to succeed in the second program activity. In all of this process eliminate as much as possible spectator participation. This should be left for non-peer groups only; preferably devoted to a level of performance which is considerably higher than their own so that they have a standard by which to measure their own performance and a degree of skill to try to emulate. Some youths will "wash out" of this program. It is wise to try to keep them in, if possible, or immediately find a replacement activity. Most obvious in this approach is the need for skilled leadership; this cannot be secured through volunteers or low-paid help!

2. Select for the group glamour activities; those that receive considerable publicity and have thrill potential. Included in this group are: skin diving, water skiing, deep sea fishing, mountain climbing, skiing, exploration hikes, trips to ships, submarines, and airfields. Special attention should be paid to evaluation, the youths own, or what they have done. How effective was it? What could have been done better? Was it really worthwhile? The adult should stay out of this if it is at all possible. Special interest clubs should grow out of these trips and experiences. The immediate comment is, these are small group activities and they all are expensive. Both of these criticisms are true, but good planning will make these possible the first time around and a way can be developed thereafter! The size problem is difficult. Many of these activities require preliminary skills or ability such as strength, age, swimming, and desire to participate. These prerequisites can make the activity even more

valuable because of the recognition for the need of meeting specific requirements through preliminary training and education.

Required understandings from good reading will add to the value of the program. These in themselves will not eliminate the excess number and will, to some extent, develop some hard feelings at being left out. Whenever the standards for selection are firm and clearly *understood* this becomes an asset to the program by making complaints and bickering ridiculous in the eyes of others of the peer groups.

3. Opportunities for leadership of the younger boys and girls should come as a special privilege, and be recognized through special invitation to membership in a leaders club.

4. Arts and crafts programs that are specific and prestige producing should be encouraged. Ceramics, where all make ash trays, is valueless. The projects must be significant enough to attract attention. The same holds true of the woodworking, leather, model building, painting, and other activities.

5. Dramatics must include "earth shaking" presentations. They cannot afford to be unknown, insignificant presentations. No one can be interested in these and the participants only suffer status difficulty if they do engage in "low-level" productions.

6. Music should be developed in a manner that the participants can render service to the community. Glee clubs, quarters, dance groups to be effective must have audiences that are appreciative. P.T.A.'s, clubs, and service organizations should be encouraged to call upon them for their services. Small donations to their treasury will help them with music and other needs.

7. In addition to the preceding there can be a background of "meat and potato" events that are not glamorous. These include weight lifting programs, dance instruction for new steps — use only real good instructors; wrestling, library, table games, special interest clubs, hot-rod clubs with emphasis on automobile mechanics, dinner clubs for boys and girls, a house organization that is concerned with special events, and activities as indicated by the youths themselves.

8. For the younger and less mature are the specialties of the house: the gymnasium program, movies, game rooms, story hours, limited TV, playground or day camp activities, simple crafts, etc. It should be clear, however, that a child should not be restricted to a program of his age level if he has special abilities or comprehensive interests. This practice will quickly make problem children.

9. Every effort should be made to interest the parents in the activities of their children so that there is a tie between the recreation program and the home. Very often this can be developed by having general recreation clubs for the parents. In areas where there are several nationalities this might take the form of "national nights." These could be developed so that the Irish, Italians, Greeks, French, Spanish, or any other nationality, serve a dinner on specific nights which is traditional to their national extraction. For entertainment they may have music, dancing and games that are common to their "native" country. One does not have to be a first or even a second generation national to enjoy the traditions of grandparents or other forbears! Oftentimes they can take the form of special interest programs for men and women. The type of activity is not so important as the fact that the child will see his parents participating in a leisure pursuit. This will give activity a new and significant meaning.

For the delinquent, as much as for anyone else, the intelligent use of leisure, in a large measure, is the key to happy worthwhile living. An individual who is unable, through his own initiative, attitude, or family problems, to enjoy leisure or to put it to good use, and to benefit from its fruits, is almost invariably an unhappy individual. Time hangs heavily, disillusionment comes easily, life is unpredictable, and studded with high hopes and many perils. This individual generally becomes "one-sided," interested usually in a single phase of life, to the exclusion of many other phases of living. The productive use of leisure broadens the individual, expands his interests, matures his attitudes, and strengthens his skills to meet the problems of life. He becomes a man, who through reason and intelligence, merits a place in our society. He learns through leisure not only to enjoy life from a personal viewpoint, but to contribute a share towards the happiness of others.

We hope that rather than blight their lives these norm-violating youths will use their leisure wisely, under a sincere, wise educational program, to do something that will help them to become alert, intelligent, resolute citizens who will help build a better society, and a more understanding America.

Chapter III

A REVIEW OF FAMILY RECREATION AND ITS RELATIONSHIP TO CERTAIN FACTORS[1]

The new family leisure, which has been made possible by the invention of the machine and its almost continuous development toward the substitution of machine power for man power, has created problems not alone for industry, and the family, but for education itself.

Education for Leisure is a Relatively New Problem

Families are headed for more and more leisure. During the past hundred years the work week has shrunk from seven days to five days, the work day from fourteen to eight hours, and even less in many cases. There is every prospect that this may be, before many years are past, a four day week, and a five hour day.

Two fundamental factors have been basic in shortening the hours of man's labor: technological advance, and the steady increase in the efficiency of the workers themselves. However, the very changes which have given us more leisure have tended to destroy the very base of our traditional leisure time activities. Spontaneous and informal life and recreation have largely disappeared. In its place commercial recreation rears its "ugly head."

One of the strongest characteristics of our early pioneer history, in this country, was the strength of family ties. The reasons for this strength were undoubtedly partly economic and partly social. Families were generally without adequate funds for all but the barest essentials for living, had little or no equipment, and hence there was a tendency in everyday living to work together and play together as a family unit.

Changing Concepts in Recreation

The present drive for recreation, both in its ways and means of satisfying leisure time requirements, stands in striking contrast to earlier attitudes toward leisure and its uses.

During the early colonial days in this country the concept that play was a form of idleness took such deep root that even the play of children was considered undesirable. The laws of the day were harsh and uncompromising. The early fathers legislated against the common May Pole, walking for pleasure, hunting, and fishing on Sundays. They forbade acting in, or showing stage plays under the threat of heavy fines. Gambling and wagering on horse races and cockfights, which were dear to hearts of the early American, were also banned. Stage coaches were not permitted to travel on Sundays under the threat of seizure, and one could be restricted from even walking in the fields on the Sabbath. The laws restricting pleasure and religion were endless.

While this identification of pleasure with worldliness never won complete support, the point of view was far flung, and in some areas today has not completely disappeared. Despite this view it was difficult to escape from the

[1]Wylie, James A., "A Survey of 504 Families to Determine the Relationships between Certain Factors and the Nature of the Family Recreation Program." Unpublished Doctoral Dissertation, Boston University, 1949.

strong lure of interesting diversions. At the time when Americans were out-of-doors people struggling for a livelihood in a rugged nature, they were able to secure many of the thrills of sport while engaged in survival activities. The pursuit of wild game as well as the catch of fish had no less fascination because they were essential to living.

Aside from hunting, fishing and self-preservation, the less thrilling activities of daily effort frequently furnished occasions for family recreation. Corn huskings, barn raisings, and quilting parties were examples of labor that gave opportunity for family fun. Gatherings of this sort in which fun was a by-product of work were a highly valued form of recreation for whole families.

These basic, fundamental recreations continued on through the years, except for the interference of urban living, until the early half of the 19th century when the development of specialized organization took recreation from the home, and put it into the hands of commercial enterprises. Since that time the number of commercial agencies concerned with recreation have grown tremendously. The church, schools, social agencies and even the government have now all taken a hand in the provision of recreational programs.

The Recreational Program of the Average American Family Today

Let us now turn to an analysis of what the family, as a unit, is doing during its leisure. As our present society became more fully developed, the family common interests gave way to the specialized interests of individuals. Occupational and other artificial groups have tended to replace the family as a basis of organization for leisure pursuits and even for many aspects of everyday living. Individuals and families more and more became spectators. Participation was no longer prized for itself. Stadia called for spectators rather than participants. Groups which formerly joined together around the piano in song, sit idly by and watch television. Today it is not uncommon for a home to have several radios, and more than one television set tuned-in to individually "worshipped" programs. Television, alone, is threatening to snatch the last remnants of initiative from a great many families.

Sindlinger and Company,[1] a research organization, a short time ago sampled the country to learn how many people spend how many hours at reading, radio, and television. In a recent week, of the 123,886,000 people over twelve years:

71.9% (89,074,000) spent 2,026,400,000 hours watching television.
59.3% (73,464,000) spent 1,106,500,000 hours listening to the radio.
79.2% (98,118,000) spent 412,100,000 hours reading newspapers.
30.3% (37,537,000) spent 188,300,000 hours reading magazines.

This is merely a report of adult viewing. The picture for children is even less satisfying. There have been several reports that indicate children spend as many as twenty-five to thirty hours viewing television — a period of time equal to or greater than they spend in school.

These are not unifying programs for there is usually considerable dispute as to which program the family members will watch. The result is often a refusal to watch what is suggested, and open conflict results.

[1]Sindlinger & Co., Broadcasting-Television, The Business Weekly of Radio and Television, April 1, 1957, Ridley Park, Pa.

A recent national study[2] of recreational programs of family groups indicates that the search for recreation is, rather than strengthening and unifying families, "breaking-up" as high a percentage as forty-five per cent of the families studied.

Examples of types and extent of participation as well as attitudes are illustrated by the data presented in the tables that follow.

TABLE I. The Number of Families, the Number of Participations and the Per Cent of Families that Engaged in Activities of Specific Types. Total Families 504.

Activity Type	*Number of Families*	*Per Cent of Families*	*Number of Participations*
Nature and Outing	471	93	2,767
Spectator Activities	475	94	2,139
Social Activities	449	89	2,059
Sports Participation	404	80	1,597
Spectator Sports	375	74	1,504
Music, Drama Participation	436	87	1,398
Organizational Interest	238	56	748
Arts and Crafts	301	59	750
Collection of Items	113	22	211

TABLE II. The Location of the Participation in All the Recreation Activities, Listed According to Their Activity Type, Reported as in Use in the Family Recreation Program.

Activity Type	*At or Near Home*		*Away from Home*		*Total Number Participations*
	Number Participations	*% Participating*	*Number Participations*	*% Participating*	
Nature and Outing	1,183	44%	1,584	56%	2,767
Spectator Activities	627	29%	1,512	71%	2,139
Social Activities	1,298	63%	761	37%	2,059
Sports Participation	771	48%	826	52%	1,597
Spectator Sports	425	28%	1,097	72%	1,504
Music, Drama Participation	1,231	88%	167	12%	1,398
Organizational Interests	45	6%	739	94%	784
Arts and Crafts	633	84%	117	16%	750
Collection of Items	203	96%	8	4%	211
Total	6,416	49%	6,793	51%	13,209

This is an indication that the family's recreation is almost evenly distributed between activities engaged in at home and away from home. The difference is not statistically significant.

That these families engage in recreational activities is no indication that they are satisfied with their family programs. The data in Table III indicates

[2]Wylie, James A. A Survey of Five Hundred and Four Families to Determine the Relationships Between Certain Factors and the Nature of the Family Recreation Program. Unpublished Doctoral Dissertation. Boston University, 1949.

the families' attitudes toward their recreation program. This has also been related to family income because lack of money often seems to be a basic dissatisfaction when the group cannot do what they would like to do.

TABLE III. The Number and Percentage of Families Listed According to Their Family Income, Reporting Their Reaction to the Family Recreation Program.

Income Level	*Number of Families Reporting*	*Program Considered Satisfactory*		*Program Considered Unsatisfactory*	
		No. cases	*%*	*No. cases*	*%*
Under $3,000	143	54	37.7	89	62.3
$3,000-$4,000	108	39	37.8	69	62.2
$4,000-$5,000	62	30	48.3	32	51.7
$5,000-$6,000	47	25	53.1	22	46.9
$6,000-$7,000	19	9	50.0	9	50.0
$7,000-$8,000	16	7	43.7	9	56.3
$8,000-$10,000	51	18	32.5	33	64.8
Total	466	194	41.6	272	58.4

TABLE IV. The Specific Activities Mentioned Most Frequently as Being of Considerable Value in the Unification of the Family.

Families Considering Their Program to Be:	
Satisfactory	*Unsatisfactory*
Rank	Rank
1. Swimming	1. Card Playing
2. Outing Activities	2. Reading
3. Outdoor Sports	3. Spectator Sports
4. Music — family singing	4. Outing Activities
5. Auto Riding	5. Swimming
6. Entertaining Guests	6. Church Activities
7. Barbecues	7. Horseback Riding
8. Excursions	8. Outdoor Sports
9. Reading	9. Entertaining Guests
10. Card Playing	10. Music — Family singing
11. Gardening	11. Barbecues
12. Church Activities	12. Photography
13. Photography	13. Auto Riding
14. Handcraft	14. Excursions
15. Spectator Sports	15. Gardening
16. Horseback Riding	16. Handcraft

Summary of Study

1. The activities most frequently engaged in are those that are not highly organized and require little if any advance or preliminary preparation.
2. The number of different family recreational activities ranged from zero to seventy-four with a mean of twenty-four.
3. The great majority of families have few interests in common.
4. Fifty-one per cent of all family recreation takes place away from the home.
5. The more formalized activities where participation is controlled by rule, custom, are preferred to those that allow for greater initiative and self-direction.
6. Fifty-eight per cent of the families feel that their recreation programs are unsatisfactory.
7. A significantly greater percentage of the families would like to have opportunities for more participation in nature and outing activities than in any other type of activity.
8. The income of the family has little significant effect on the number of family recreational activities engaged in by the family as a whole.

This is a *partial picture* of what programs of education for leisure have achieved. The recreational practices of most families indicate that they are "starved" for knowledge, and skills of recreational activities that they can do by themselves, or in small groups. The imperative need is for richer backgrounds that they can draw upon to enrich their lives.

Some Home Developments for Family Recreation

The recommendation, adopted at the Mid-Century Conference on Children and Youth, urged that much greater emphasis be placed on bringing the father and mother into broader recreational participation with their children.

That there is a significant need to supplement this suggestion has been shown in the earlier portion of this chapter. A still more shocking proof is the incidence of accident deaths which indicate that more than six thousand children between the age of six and fourteen will be killed while playing in or about the streets, and many thousands more will be seriously injured, and crippled. This is more than the number who will die of all children's diseases.

Family activity should not be based on scare statistics, but rather on the contributions they can make in developing healthier, happier, and more intelligent family members. Through genuine and wholehearted participation in home recreational activities the family can learn to know each other better, and lay a foundation for happy relationships that will serve as protection against future stresses. There is a great deal to support the National Recreation Association slogan: "The family that plays together stays together."

Not every family has the environment for successful home recreation. The tenement and apartment house are too dilapidated, too small, and congested for good recreation. Children and adults pay a great price for our system of living today.

Fortunate are the families that have a backyard for use as a play area. All that is required to turn this into a "fairyland" is imagination, initiative, planning, effort and an outlay of a small amount of money.

The first consideration in planning the play areas is to accurately measure all the land available for recreation. This includes everything, the paths,

driveways, gardens, free areas, lawns, patios all about the house. Next, make a scale plan of the entire plot with special emphasis upon the areas presently available. However, do not fail to recognize that the needs and interests of children change as they grow older, and what is most enjoyable and beneficial at their present age may change substantially in only a year or two. Do not, for real young children, put in permanent, costly items or structures. To a child the important thing is to have fun regardless of the cost involved. You will be surprised as to what helps a child have fun, too!

Careful consideration and planning may well indicate that it may be desirable to eliminate or move some flower beds and shrubs to areas away from activity sections, and at the same time further enhance the beauty of an area for repose, relaxation, and dining.

There are, of course, several types of areas that are of value to the growing family. It is not necessary that they all be built at the same time; however, good planning will establish the ones necessary at the moment, and yet allow the use of this land for dual purposes either now, or later. It is also possible that different age use is important enough to establish completely separate areas for interest, and safety sake.

The following facilities are the type that can be very successfully developed in the average backyard. The number at any one time will be determined by the size of area.

Under each activity listed there are letters, and numbers which will serve as guides to help plan which you will use in your family program. The letters indicate the age level at which these activities can be more or less successfully used: A: *ages 2-5 years;* B: *6-10 years;* C: *11-14 years;* D: *Adult.* Most can be used at more than one age level. Where more than one is mentioned there is a chance that the younger ones *may not* be as successful as the older. The attitude of the older toward the younger will determine pretty much how much they will profit from participation in the particular activity. The numbers refer to books in the bibliography at the end of this magazine.

There should be an established place for all toys, and tools. A small shed, or box, with ample shelves will make care of equipment easy, and educate all in proper use of sports and game materials.

Free Play Area — Young Children

Swing —
Age: A, B
Reference: 52
may be the traditional type, or an old automobile tire, hung on one rope from a branch of a tree.

Sandbox —
Age: A, B
Reference: 52
may be any size, and in any shape to conform with the area in which it is located. It may, or may not have a floor. The sides should be stout, and if it is to be left out of doors year-round it can well be made of 2 x 6's.

Climbing Ladder —
Age: A, B
Reference: None
set up on an angle to a tree, or small house; probably not more than eight feet from the ground.

Horizontal bar —
Age: A, B
Reference: 52
an iron bar or galvanized pipe five feet from the ground, for chinning and climbing.

See-Saw —
Age: A, B
Reference: 52
A heavy plank, sanded, well rounded on corners and edges, and placed over a fulcrum two feet high.

Merry-go-round —
Age: A
Reference: 52
A large wagon wheel mounted on a heavy pipe set perpendicular to the ground, with the base of the pipe set into concrete to assure sturdiness. Wheel should not be more than two feet from the ground.

Spray-shower —
Age: A, B
Reference: None
A garden sprinkler mounted six feet from the ground level on a sturdy post or pipe. It should be, preferably, on a grass area to absorb the water.

Active Game Area

Horseshoes —
Age: B, C, D
Reference: 25, 68, 84
Set up at regular distance, and also place *one additional* stake somewhere between for the young children so that they can develop real skill before going on to the regular distance. Set the pit near a fence to control cross-traffic.

Quoits —
Age: A, B
Reference: 25, 52
Same, or set up only for children. Rubber or plastic ones are excellent for real young children.

Badminton —
Age: B, C, D
Reference: 52, 68, 84
A double car driveway is an excellent area. Some adjustment in court size may be necessary (width and length) but if the area is nearly average the changes will not affect the game appreciably. In

the grass area, alongside the driveway, insert a pipe into the ground. If this is kept clear of dirt, the net posts can easily be set into them to facilitate setting up, and taking down the net. Courts can also be set up on grass or dirt areas.

Volleyball —
Age: B, C, D
Reference: 25, 68, 84

Can also be successfully set up, as in badminton, on the driveway, a grass area, or a dirt area. Use pipe-sleeves, as in badminton, to erect poles and net.

Deck Tennis —
Age: C, D
Reference: 25, 68, 84

Again, as in badminton; grass, driveway or dirt area will serve this activity well. This game is excellent if the playing area available is smaller than is required for volleyball or badminton. Use pipe sleeves to erect the poles and net.

Paddle Tennis —
Age: B, C, D
Reference: 25, 68, 84

Again as in deck tennis, volleyball, badminton one can use driveway, grass or dirt areas. Driveway gives a better bounce to ball.

Croquet —
Age: A, B, C, D
Reference: 25

Court size can vary to suit land available. Best played on grass area.

Clock Golf —
Age: B, C, D
Reference: 25, 51

A grass area is required. Use a small frozen juice can as the hole. Mark with small sticks, and homemade flags, the various starting spots. Use numbers from 1 to 9. These putting distances should vary somewhat in distance — some close, some further away, and be set up in a circle around the cup. Keep scores for each hole, and total game.

Miniature Golf —
Age: B, C, D
Reference: None

A dirt area, possibly in the woods where some other activities are not possible. Visit a miniature golf course nearby to get ideas. Build your course using your children's ideas. Perhaps each individual can be responsible for designing a hole, or two. Make course 9 holes, to start. Distance between holes will vary according to space limitations.

Basketball Backboard —
Age: B, C, D
Reference: 25, 68, 84

Preferably mount the basket at 10 feet, unless children are very young then reduce to 8 feet. When children are learning to shoot it is helpful to have the basket mounted on a garage, shed or barn so that if they miss the ball will bounce back into the play area.

Archery —
Age: B, C, D
Reference: 68, 84

Requires careful supervision yet can successfully be used in the backyard to introduce the activity to children. Place target so that there can be no cross traffic between archers and target. Purchase bows of "low pull" to assure they will be suited to range distance for safety purposes.

Shuffleboard —
Age: B, C, D
Reference: 25, 68, 84

Best developed on the driveway. Most homes will find the driveway is too short for standard distances, so shortening of the court will be necessary. This would be necessary for young children anyway.

Tetherball —
Age: B, C, D
Reference: 25, 93

Pole set into the ground firmly. It should be at least 10 feet high. A tennis or sponge-rubber ball should be secured to a string which is fastened to the top of the pole. Attempt, by hitting the ball with a tennis racquet or paddle, to wind the string and ball around the pole. Two people are competing, each attempting to wind the string and ball against his opponent.

Portable Games — Table Games

There are an endless number of these games that may be taken out into a shady play area and enjoyed by every age level. Specific examples are: checkers, Chinese checkers, dominoes, parchesi, card games, commercial games of all sorts, darts, backgammon, acey-deucy, etc.

References for these are: Numbers 43 and 34.

Additional games that can be made in the home workshop are:

Box Hockey —
Age: C, D
Reference: 51, 52, 92

A game enjoyed particularly by boys 10 or 11 years and older. Adults will be hard pressed to "keep-up" with these age levels.

Bean Bag Toss —
Age: A, B, C, D
Reference: None

Secure a piece of plywood, 2 by 3 ft., and cut several round holes at various positions on the board, large enough so that bean bags or balls may be thrown through the holes. Give each hole a value and paint the value beneath the hole. It is better, for young children, to use multiples of fives, that is, 5, 10, 15, etc. Although it may be practical to use others to help a child work out simple problems in addition, even minus numbers may be used.

Gardens —
Age: A, B, C, D
Reference: Varied

This is the section that provides area for vegetable and flower gardens — regardless of size. These can often best be located near fence lines to assure they will not be trampled in active play. It is encouraging to allow any child desiring it, a *small* piece of land for his or her *own* garden.

Shrubs and a tree or two will provide shade and shelter for rest and relaxation.

Music —
Age: A, B, C, D
Reference: None

A plug-in loudspeaker attached to a record player in the house will allow for any type of music — the mood of the moment.

Outdoor Grill —
Age: A, B, C, D
Reference: None

A grill or fireplace of simple design to be an attractive addition to the living area that will allow for cook-outs for the family.

Lawn Chairs —
Age: A, B, C, D

Comfortable chairs in this area will provide enjoyable relaxation in pleasant surroundings.

Tent Area —
Age: B, C
Reference: None

An area may be set aside for a small tent so that budding campers may sleep out and cook meals in preparation to family camping trips.

Floodlights —
Age: A, B, C, D

The use of the area will be increased by the use of spot or flood lights.

Nature —
Age: A, B, C, D
Reference: 62, 75

This is also a good place to put a few bird houses, a bird bath and a feeding station. Ordinarily it will be a quiet area and provide those there an opportunity to enjoy birds that are not too timid.

Chapter IV

SOURCES FOR ENRICHED OPPORTUNITIES IN EDUCATION

A realistic look at modern society clearly indicates that very nearly every agency dealing with the welfare of the people concerns itself with recreation and the use of leisure. Some, like the theatre, baseball teams, television, bowling alleys, night clubs, dance halls, swimming pools, golf courses, yacht clubs, as well as a multitude of others have as their chief concern recreation, and the financial profit derived from it. Others, such as government, churches, museums, schools, unions, industry, law enforcement, and "Y's" seek enrichment of life through recreation, yet their fundamental aim has a deeper more significant reason for existing than merely the use of leisure.

So many agencies have concerned themselves superficially with recreation that an attitude of indifference has developed regarding the development of good skills. This has left people with an interest in leisure activities, but frustrated because they cannot, successfully, engage in them.

The recreational skills an adult engages in are, to a large extent, learned during their childhood. This gives emphasis to the premise that all children should be exposed to as broad a program of skills as possible even though they may be dominant until much later in life.

Since most children have received poor backgrounds of skills it is necessary to continue skill programs into adulthood. There should be no time elapse in these programs; they must be continued while the spirit of learning is still present. This will help to eliminate the sense of self-confidence that ties up the learning of new skills in adults. As one becomes older the physical skills become less significant while those in music, art, science, and crafts take on more and more significance.

The problem lies with the substitute for these skills. When there are no skills the individual turns to spectator activities: television, radio, motion pictures, night clubs, drinking to sustain social life, and sports. It is not that these activities are bad, but that they are not good. Spectator activities do not educate in skills, but rather creates the desire for more and more of the same type of activity, and leaves the individual cold because he has had no part in the achievement. The alternative to this is the encouragement of skill learning; only this can throw the balance in the leisure situation to the positive side.

Rarick[1] asks the following questions as a means of gaining some insight into the real worth of leisure activities:

1. Does the activity develop some worthwhile physical, social or mental skill which will contribute to the child's total growth?
2. Does the activity give the child satisfaction and a sense of self-realization in the process of doing?
3. Is it an activity in which the child takes pride?
4. Does the activity offer opportunities for self-expression through some form of creative endeavor?
5. Are opportunities available for family participation and the development of family unity?

[1]Rarick, G. Lawrence, "Growth Through Leisure Time Activities." *Education,* Vol. 71, October, 1950.

6. Is it an activity which offers release from tensions of the day?
7. Is there a reasonable chance that the activity will become a hobby of more or less lasting value?
8. Does the activity take place in a social setting?
9. Is the activity physiologically and psychologically beneficial to the growing child?

These questions should apply to adult participation as much as, or more than, to children's. Adult leisure is the product of childhood and continuing education, and is the force that should make great contributions toward the enrichment of the lives of all to the point where life will be enchanting, challenging, and happily well worth living.

Typical Programs of Continuing Education

The following illustrations of recreational programs are indicative of the forces working for wise use of leisure. Some of the programs have something to be desired, but as they do have many participants it is an indication that they fill a definite need for those engaged in them. Some are related to the activities of earlier experiences while others are new to the individual. In one instance the agency is building upon the background, and interest of the individual while in the other it is creating new and absorbing satisfactions. Each, in itself, is a worthy achievement that benefits not only the individuals but society as well.

Golden Age Programs

Communities everywhere are setting up programs for Golden Agers, Oldsters, Senior Citizens, Retired Citizens, and Over Sixty-Fivers. The name means little, but the spirit involved is an evidence of a search for a "good life."

The key to programs for senior citizens is not to plan their programs, but rather to afford them the opportunity to plan, and direct their own affairs. This means more than merely provide facilities; it means give encouragement to them to *do* — do anything they are physically, mentally, and emotionally capable of doing.

With the encouragement of friends one who has never presided over a meeting can learn the art of being a club president, handle the club's funds, serve as secretary, teach special skills to those who never had experienced them. All that is essential is the desire to do it, and be in a non-critical atmosphere that encourages participation. A person appointed official hostess will greet all arrivals with a smile and a handshake; the newcomers she takes around and introduces them to the others.

Everyone gets a turn serving K.P. They prepare snacks, wash and dry dishes, and serve the others. Then off to the activities and interests; get-well cards are sent to the ill, telephone calls to others who have been shut in, letters mailed to Congressmen and City Councillors on subjects of interest to the group are all part of the program that makes the oldster feel he is a part of civic affairs.

There are, of course, an endless number of social welfare activities that make the oldster realize his importance to society. It is not easy to have him gain this recognition, but once he or she does, the scope of the interest grows rapidly. Some of these are: repair of used clothing for hospitalized, indigent patients, help remodel one another's clothing, give hair permanents, read aloud

to hospital patients, help to write letters, play cards, chess, and checkers with the ill, render clerical assistance in the hospital, play games with children, work with the blind, and a multitude of similar activities.

This is the type of activity that the social work, and medical profession have long known to be so very successful in combining satisfaction with a feeling of usefulness to develop a good basic personal adjustment.

The oldster, dependent upon his skills, can teach these skills to others, ranging from courses in flower arranging, corsage making, water coloring, sandwich making, textile painting and other similar activities. When these have no appeal there is always the opportunity of attending weekly lectures, discussions, films, and attending college courses. For example, the Massachusetts University Extension Senior Citizens Program provides tuition-free courses for senior citizens under state laws. Many people, under this program, study a new course each year, and gain a new interest or keep pace with current thinking and events.

There is no longer any need to feel as George Bernard Shaw did when he said: "It's a pity youth is wasted on young people." There is no reason why the Golden Years should not be good years for oldsters; all they need to do is to use their leisure wisely to enrich their lives.

The oldster can engage in camping activities much like youth does. One can place emphasis upon nature, fishing, boating, wading and swimming, crafts, nature strolls, puppets, singing and gain the benefits of an outdoor life. This type of life is an answer for those who are lonely, and alone. These are devastating to the inner security of the oldster. This type of group life in the out-of-doors means a providing of satisfying relationships among the older group. This offers the opportunity to socialize, and take his place secure within his own age group. There is no reason why the social activities, the arts and crafts, and music programs of the city should not be continued. The fear of frailty should not outweigh the values of activity. It is wise, however, to have some form of medical attention constantly available.

It is programs of this sort that will relieve the untold misery, poor diet, and utter neglect of health measures, so commonly found among elderly people living by themselves, and at the same time give them a more enjoyable and intelligently ordered life — a life that recaptures some of the past that was so good.

Recreation for the Handicapped

The Blind

The blind are like all other people. They are men and women of all sizes, shapes and ages, some intelligent, other dull, some quick, some slow, the strong, the weak, the meek, and the aggressive. Their common bond lies not so much on the fact that they share a similar physical handicap, but rather on the experiences of instances when others do not understand them, or their needs and interests.

In recreation many of the blind are limited in terms of mobility, variety of new experiences, and independence of choice in social and recreational activities. Outdoor life, unless it is well established, means dependence on others, strain and tension in traveling, as well as participation with the sighted. One significant program for the visually handicapped is camping; this may take

the form of either day or resident. Obviously the latter has much more to give to the individual.

The organizations devoted to helping the blind can recommend camps that specialize in programs for the visually handicapped. These camps can provide a program that will secure significant changes in the life the blind ordinarily lead. It helps them to get away from the family, to be able to get into the out-of-doors at will, to have three good meals in a friendly atmosphere, to be able to make a choice from a variety of leisure-time activities, and to be accepted not because he has a handicap but because he is an individual with interests, ideas, skills, and a desire to lead an active, happy, productive life.

In recreation one goal is to help these people become more sociable, to remove them from a form of isolation, and to return them to group situations where they can find friendliness, conversation, laughter, and inner relaxation.

The program of skills requires training in meeting the daily needs of life, physical reconditioning, and of course the recreation activities. In the recreation program the fundamental need is to interest the campers in learning skills within their competence as individuals and as handicapped persons. They are successful in activities such as swimming, boating, hiking, dancing, group singing, cabin care, table games, as well as such *modified activities and games as:* archery, golf, shuffleboard (table type), bowling, baseball, horseshoes, kickball, fencing, wrestling, relays, weight lifting, skating both on ice and roller, fishing, apparatus work, rope climbing, and a multitude of similar activities. In some of these activities the visually handicapped can even compete with the sighted.

That these activities can be used in camp is an indication that they can be used at home, in public, at private, and semi-private agencies. It is obvious, however, that they will need sighted help to orientate in such activities as: golf, archery, relays, etc. One of the "evils" of recreation, spectator sports, cannot too well become an interest to this group. They do often turn to radio to get sports broadcasts to fill this need.

Alert recreation departments and organizations provide programs that enable the blind to achieve adequate status personally, economically, and socially. In this respect they have the same needs in recreation as do the sighted.

Physically Handicapped

The average individual with a physical handicap has much more leisure thrust upon him than does the normal person. That this is a large group is indicated by the fact that perhaps 25,000,000 persons in the United States are handicapped by the effects of disease, injury, or former wars.

The aim of recreation is to take the physically handicapped individual as he is, and provide him with vital experiences that will help him to learn how to live a happier and more satisfying life. In the realization of this goal many activities have to be modified to the needs and conditions of the individual. Significant among these needs is the importance of relieving the attitudes of inferiority which often result from physical defects. The handicapped individual does not want his recreation modified for his disability, but rather adapted to the abilities he has.

There is not one single activity that is impossible to adapt to the individual's abilities. All that is required is initiative and intelligence. This holds true for all disabilities except those that result in almost complete inability to do any muscular activity.

The types of activities used for recreation are basically the same as for the non-handicapped. Illustrations of adaptations to specific activities are: For the non-ambulatory: basketball, square dancing, archery, touch football, orchestra, fly and bait casting, shuffleboard, volleyball, tetherball, canoeing, rowing, bowling, horseshoes, swimming, bag punching as well as similar activities, all from the wheel chair.

Amputees with the loss of one arm still are able to play such sports and games as basketball, golf, tennis, shuffleboard, miniature golf, drive a car, bowling, bag punching, fencing, badminton, soccer, squash, handball, hiking, swimming, track events, many field events, dancing, social and table games. Individual interests will encourage the development in many additional ones too. These will be found in arts and crafts, painting, collecting, reading, and even wood carving.

Cardiac Disturbances

It is obvious that these individuals should not compete in "competitive games." The concern is that he avoid physical impairment due to physical strain. He can, however, engage in many recreational activities. The need is for *medical prescription* to assure that there is no over-strain. Such activities as shuffleboard, horseshoe pitching, archery, bowling, clock and miniature golf, tetherball, fishing, moderate swimming, arts and crafts, music, painting, table games, collecting items, etc. Nervous tension activities must be avoided at all costs.

Deaf and Hard of Hearing

Every effort should be made to encourage those of this group to make social contacts. These generally cause embarrassment due to the inability to converse successfully. If they can overcome this personal problem there is little need to modify the recreational program. The main difficulty is to provide the fundamental skills. The hard of hearing learn skills more slowly than the normal hearing group. To overcome this each skill must be carefully broken down into its component parts so that the learning will be made easier.

Folk dancing and square dancing can be used to develop good body control and self-confidence before many other activities are taught. All other games and sports are entirely acceptable with the possible exception of special approval for water activities because of possible infection.

Hospital Recreation

The goals of recreation in hospital situations are often two-fold; one to provide recreation for the patient and the other to spread his recovery, and eventual release from the hospital. All the activities are sanctioned by the doctors.

In a children's hospital there is need for a great variety of play materials — toys, games, books, construction materials, tools and equipment. In the latter category are radios, record players, projectors, and often television sets. For the ambulatory children there is need for a playroom and mobile equipment such as trucks, wagons, doll carriages, etc. Programs eagerly accepted are, motion pictures, including cartoons, cowboy pictures, sports and educational shorts. Each month a birthday party, honoring all born in that particular

month, has great appeal. Special emphasis should be placed upon the theme of the month, games, prizes, favors, cake and ice cream.

A library is an important part of children's recreation needs, as are story telling, puppetry, and simple dramatics.

Special attention should be paid to the holidays of the year that are so important to children. They are always eager to plan for, and participate in programs at Christmas, Easter, Valentine's Day, Halloween and Fourth of July.

The older child gets satisfaction from activities of a creative nature; typical among these are: painting, drawing, modeling, leather work, puppet making, collecting items such as stamps, coins, match box covers, etc., leaf prints, observe tropical fish or an Ant Formicarium.

Psychiatric Hospitals

Before one can understand how to use recreation as a therapeutic tool for the emotionally disturbed, or the mentally ill, it is necessary to understand how normal people use recreation for enrichment of life. Once this is known the same principles are used with those who need help. Recreation for this group must consider the exercise tolerance of the individual, age and maturity, imagination, and freedom to use ideas and images. For therapeutic use recreation may be defined as an enjoyable flight from the realities of tension-inspired conflicts and situations.

Because recreational activities are woven around emotional growth, it is important that one understand the stages of maturity,[1] as established by John C. Whitehorn: infancy, childhood, youth and adolescence, each of these stages possessing patterns of emotional development.

In the *infancy maturity,* regardless of chronological age, the child is demanding; intolerant to frustration, throw things and beg for recognition. Their affection demands are tremendous. A frown can very well provoke tears. Regardless of age this individual is given solicitous attention, encouraged to look at picture books, allowed to throw things, engage in balloon blowing contests, etc.

The *childish age* of emotional development is the "why" stage. Patients at this stage are exposed to crayon coloring, making masks, and simple contests encouraged by small prizes. Games like table tennis, and horseshoes are encouraged. Birthdays are celebrated at this maturity-age regardless of chronological age.

The *youth age* is assertive, demonstrative and athletic. They will identify themselves with sports, movies, comic strips, and other characters. Their activities are focused on leadership and participation in games. Hobbies are important, as are dramatics, music, and skill activities.

The *adolescent stage* demands independence; possesses strong drives to break away from authority, and hates others who threaten his rights.

The recreation program for this stage entails entertainment that is socially appealing, games that provide cooperative enterprise, as well as strong competitive spirit. They should be given opportunity to build self-esteem as well as to express hostility. Folk dancing, music, and group singing take on new

[1]Kahn, Bernard, Reese, Janet, Nahl, Maryles, "Recreation For Neuropsychiatric Patients." *Recreation,* Vol. XLVI, No. 10, March, 1953, p. 585.

meanings at this stage. Also important is the opportunity to participate in activities with the opposite sex.

The goal of psychiatric recreation is the achievement of maturity. This is achieved by recognizing the patient's maturity level, and providing activities that are common at this level. In this way, through recreation, each patient can have an opportunity to mature and grow to his full stature.

Industrial or Employee Recreation

As industry has grown in the United States there has been a steady increase in the number of services provided by companies for their employees. One of these is the provision of recreation for the workers and their families.

Industry has seen the need *for* recreation to build the morale of the worker. This has become necessary because the work day is shorter, there is greater monotony in the work experience of the average employee, there is left a distinct unsatisfied creative desire due to the nature of the employee's contribution to the product, the vast size of the industry, need for education for use in retirement, lack of adequate play areas, and poor community recreation programs. If these are not counteracted then business itself cannot adequately prosper. This is a fundamental concern of industry; not merely the social welfare of the employees.

In order to assure a prosperous business the employer must have happy and contented employees. To achieve this, businesses have invested untold millions of dollars in recreational facilities, programs, and leadership not alone for the worker, but for his family as well.

The list of businesses that have such facilities, and are outstanding in type and scope, is so large that only a relatively few can be mentioned here. Among the many are: Eastman-Kodak, International Business Machines, Union Carbide, Hercules Powder, United Aircraft, General Electric, Lockheed, Fairchild Aircraft, McCallock Motors, Raybectos, and American Cyanamid.

A few of the activities that these, and other companies offer their employees, and their families include the following: archery, golf, swimming, social, tap, ballet, and square dancing, ceramics, painting, leather working, jewelry making, photography, fencing, team sports of every type, social parties, dances, banquets, card parties, social clubs, outing clubs, quiet table games, bowling, tennis, sailing, water skiing, boy and girl scout troops, children's birthday parties, picnics, bingo parties, orchestras, bands, choral groups, quartets, special interest clubs such as gardening, coin collecting, rod and gun clubs, dramatics, crafts, pet shows, movies, spectator sports, and a multitude of others.

These programs are free, or at a very low cost, for the participants. They provide the employee and his family with a recreational way of life that could not, in most instances, be duplicated in the facilities, commercial, public, or private, in any community without being prohibitive in cost. To secure these supplementary benefits all the employee has to do is be willing to engage in the activities offered him by his associates and company.

Trade Union Recreation

Many trade unions, not to be outdone by industry, offer programs for the use of leisure. This has gone hand-in-hand with their constant demand for shorter hours and shorter work weeks. The paid vacation has also made the need for good recreation important.

The unions have not concerned themselves with the recreation alone in this use of leisure, for they have developed practical training courses for workers in the trade union ranks, and also many health benefits through health clinics and hospitals. The ILGWU-AFL[1] through its health, and welfare plans now receives, in employee contributions, some $40 million yearly and expends it on diagnostic clinics, medical treatment and optical services.

In the areas of recreation the union develops educational membership meetings, anniversary celebrations, lectures, conventions, dramatic shows, outings on land and water, clubrooms with libraries, parties, movies, spaghetti suppers, wiener roasts, fiestas, bowling contests between shops and unions, dances and many similar activities that add to human fellowship and enrich life.

In addition there are art classes, dramatic presentations (the most famous of which was the musical review "Pins and Needles" which ran on Broadway in the years 1937-1941 had scored a run of 1008 performances), ceramic groups, Christmas parties, sightseeing tours, theater parties, and movies. There are also included in the program opportunities for men and women to visit the summer facilities of the union for swimming, boating, sports, canoeing, dramatics, and an unusually fine social life.

The most recent interest in the area of recreation is education in the art of growing old gracefully; to use retirement and leisure wisely in securing a full, and rich life.

This program, too, is obtainable at no or very little cost to the worker from the specific union which he supports.

The Church and Recreation

The church has not always looked with favor on recreation for its members. The Methodist Episcopal Church[1] had to say the following about recreation or play:

"We shall therefore inflexibly insist on their rising early in the morning . . . this is of vast importance both to the body and the mind . . .

"On the same principle we prohibit PLAY in the strongest terms . . .

"The students shall rise at five o'clock . . . summer and winter . . . their recreation shall be gardening, walking, riding, and bathing, without doors, and the carpenter's, joiner's, cabinetmaker's or turner's business within doors . . . a person skilled in gardening shall be appointed to overlook the students . . . in this recreation . . . a master. . . shall always be present at the time of bathing. Only one shall bathe at a time; no one shall remain in the water above a minute. No student shall be allowed to bathe in the river . . . The students shall be indulged in nothing which the world calls *play*. Let this rule be observed with the strictest nicety; for those who play when they are young, will play when they are old."

Most churches today actively encourage their parishioners to engage in wholesome recreation activities and some of them actually provide widely diversified programs to fill the recreational needs of their members. This is a program used to supplement the program of religious education through which they try to nurture the mind of the individual toward a Christ-like way of living.

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[1]Dubinsky, David, "Union Education For Leisure". Education, Vol. 71, No. 2, October 1950, pp. 113-117.

Churches are beginning to feel that recreation is needed because a person is a whole being, and he is not complete unless he engages in recreational activities. It is possible to become physically, socially, and spiritually undernourished without recreation, and fellowship.

When church programs are discussed, they become vague and almost superficial as soon as there is no specific knowledge of the needs of the people for whom the program is intended. There should be no sympathy for any program that is designed as "bait" for participation in church activities. This is obviously a "dishonest" approach to the purpose of recreation and religion.

At one time church recreation implied picnics, suppers, dramatic presentations, a square dance, hymn-sings, fairs, and related activities. The church was a pioneer, always interested in all ages, both sexes, and all racial and social groups. It was the center of community life that gave the people their main source of social and recreational activity. As the period of commercial recreation developed the church turned to the early and primary purpose — a place of worship only.

The trend is once again toward the church's participation in social affairs; recreation in addition to worship. More and more churches are recognizing that a good life includes fellowship and recreation. Recreation represents fellowship with his fellow man; whereas religion and worship is fellowship with God.

A program of education in a church must be built on the needs of the parishioners from the youngest to the oldest. To better develop it there should be a church-wide Recreation Committee to encourage, survey, assist and implement the programs recommended. A good church program will do the following:

1. Maintain the theology of the groups.
2. Build the program around the needs of the individuals in the group.
3. Complete the educational program of the church.
4. Bring the group closer to Christ by teaching a more abundant way of life.
5. Seek family-wide loyalties to the church.
6. Provide a method of approach to problems such as moral inconsistencies, unfair practices and lack of cooperation between agencies.
7. Give boys and girls spontaneous, vigorous things to do under religious influences at ages when their need for exercise and sociability is greatest.
8. Provide a connecting link between church-centered groups and the many social community agencies.

This program is not designed to substitute for that of the school, recreation, and other agencies; rather it is designed to nurture, and strengthen habits that are church founded. To do this it will us any, and all of the activities that are commonly used in any worthwhile recreation program.

There are religious, church-sponsored, organizations for young people that are already functioning in this service. Some examples are the Luther League, the C.Y.O., the Order of Sir Galahad, B'nai B'rith Hillel Foundations, the Girls' Friendly Society, Christian Endeavor, the Mutual Improvement Society, and the Youth Fellowship programs of the Mormon and Methodist Churches. The Y.M.C.A., Y.W.C.A., Y.M.H.A. and other related organizations also had their foundation in religious programs.

The truest value to be gained from recreational games is more than social — it can be religious, for religion is concerned with all of life. Christianity has

long attempted to make living more rich, satisfying, and beautiful. Recreation can, like every other aspect of living, help everyone more positively be a religious individual. An organized recreation program within the church will do it more completely than any other medium.

Bishop William T. Manning, of the Protestant Episcopal Church, once said: "The instinct for play is as divinely planted in human nature as the instinct for worship. The church must not only tolerate clean sport and recreation, but it must give them its glad and open blessing."

It is with this intent that churches have developed social and physical activity programs that require gymnasia, club rooms, arts and crafts facilities, music facilities, swimming pools, as well as an endless number of other special facilities.

Voluntary Recreation Agencies

Clubs for boys and girls, as well as men and women, exist throughout the entire world. They have been a significant part of our world society since early in the seventeenth century. Their real influence came in the middle of the nineteenth century with the rapid growth, and development of the Young Men's Christian Association, and the Young Women's Christian Association. Today these organizations are supplemented, in service to youth, by many additional ones such as: the Catholic Youth Organization, Young Men's Hebrew Association, Community Centers, boys' and girls' clubs, settlement houses, Girl Scouts, Boy Scouts, Camp Fire Girls, United Service Organization, 4-H clubs. The total membership of these organizations is not known but it certainly involves several millions of adults, youth and children.

During the years of their development these organizations have undergone many changes in theory and practice. These agencies were never designed merely for the purpose of providing recreation alone. The earlier workers stressed the development of character, through leisure-time pursuits. Basically, the program today is planned to build personality, and to help develop adjustment to living situations. This is an individual approach to group work which involves more than just recreation, and is concerned with health, hygiene, individual counseling, and guidance.

During the latter part of the nineteenth century the settlement or neighborhood house grew rapidly in strength and importance. Its major design was to emphasize the cultural skills: dramatics, arts and crafts, music (both singing and instrumental), painting, and practical arts. Considerable emphasis was also placed upon gymnastics and sports. Special emphasis was always placed upon aid to the recent immigrants to this country to assure on easier adaptation to a new way of life. Today these agencies attempt to continue this type of program, but have placed greater attention upon recreation and leisure use. One of the more recent program additions has been organized camping. These are chiefly concerned with the summer vacation period, but many agencies are involved in year-round camping programs, and place special emphasis upon family and winter camping.

The programs for most of these agencies are low in cost for they are sponsored chiefly through Community or Red Feather Funds, private grants and gifts, and to a lesser extent, to dues, fees, and charges. The actual cost to the participant almost invariably depends upon the neighborhood in which the agency is located. It is likely that there is a low-cost agency in nearly every

low-cost residential area, and the possibility that one is located nearby many middle-class areas.

The actual programs conducted by these agencies include sports, games, clubs, special interest groups, dances, arts and crafts, music, movies, table games, camping, hikes, trips, dramatics, and other similar activities.

The analysis of the services of voluntary recreation agencies reveals that they are engaged in a very broad and diversified program of activities. They provide more types of activities, and more leadership-time to recreation than do all the public agencies. Their impact on the use of leisure is tremendous.

Public Recreation Agencies

It was not until very late in the nineteenth century that federal, state, and municipal governments recognized that they had the responsibility for recreation or appropriated any significant amount of tax money for this purpose. Today recreation is considered to be one of their major concerns and responsibilities. However, it is interesting to see that the role of recreation for these branches of government has not developed as the result of an over-all policy or planning; but rather by accretion — a gradual acceptance of a series of policies or powers as well as solutions based on the concept that all is for the general welfare — a demand of the public often without specific legislation.

It is obvious that it is quite impossible to give, in this brief article, any semblance of a full description of the services rendered by the various governmental agencies. A few comments on significant services, as well as reference material on broader aspects of recreation, are listed below.

The United States Government Printing Office, in Washington, D.C., has a list of publications, at low cost, which are related to the many recreational facilities that are Federally sponsored. Among these are some excellent descriptive maps, and brochures describing these recreational areas.

The United States Extension Service, of the Department of Agriculture, carries on with the cooperation of state and county governments active programs of recreation through the 4-H program. Information regarding this program may be secured from your local county agriculture representative, or from your state college or university. The programs of this service include the actual conduct of summer camps for boys and girls, training programs for the development of leaders, club programs, conservation and nature study, music, arts and crafts as well as helping communities to develop and plan recreation programs, and facilities.

The National Park Service, Department of the Interior, administers the areas that are of national historic, scientific, or scenic interest. These areas include opportunities for camping or hotel accommodations, picnic areas, trails, museums as well as educational programs of exhibits, lectures, and demonstrations related to the specific area.

The Forest Service, Department of Agriculture, has control of more than 180 million acres of forest lands. One of the supplementary services rendered by this department is to provide opportunities for healthful outdoor recreation activities. These include camping, picnicking, riding, mountain climbing, swimming, boating, canoeing, sailing, skiing, hunting, and fishing. In addition there is provision made to live at resorts, hotels, and organization camps built in some of these preserves.

There are other Federal agencies that are concerned with recreation; most of these are the type that have a more specific service as compared to the broad

services mentioned earlier. Examples of these are: Outdoor Recreation Resources Commission, Tennessee Valley Authority, Bureau of Indian Affairs, Bureau of Fisheries and Wildlife, Bureau of Reclamation, Army Corps of Engineers, the Department of Health, Education and Welfare, as well as the Army, Navy, Air Force and Marine programs for military personnel.

State Governments

Most of the state governments render services that are similar to those of the Federal Government. These include the provision of recreation opportunities in state parks, forests, beaches, reserves, picnic areas, amusement parks, zoos, museums, historic sites, reservoirs, and lakes. The activities usually engaged in at these state facilities are not significantly different than those engaged in at the Federal facilities. There is, however, greater use made of the areas on single day visitations because of the fact that they are closer to the centers of population than are the National Park and Forest facilities. More and more effort is being made to offer educational programs, for school, and youth serving agencies, by members of the area staff.

Local Governments

Nearly every local government unit provides some recreation program or service for the people who live within the political sub-division. Since the facilities, and programs are near the homes of the people they are intended to serve, they are used more intensively than are the larger state and Federal areas.

In some communities this program service is rendered by park departments, park and recreation departments, recreation departments, or school departments. Regardless of which department or service controls the actual program, the key to the situation is the leadership that works with the participants.

The local government has as two of its major responsibilities the provision of specific facilities for recreation, and the development of programs at these areas. These two are naturally closely coordinated, and we find community recreation programs that include: swimming, diving, boating, sailing, water sports, games and contests and both beaches and pools, hiking, nature trails, day camps, horseback riding trails, skating, skiing, tobogganing, golf, tennis, archery, basketball, baseball, softball, horseshoes, badminton, band concerts, gardens, plays, zoos, pageants, arts, crafts, music programs, holiday celebrations, special interest clubs as well as expert instruction in activities of all sorts. Not to be ignored is the broad use of the library with its reading rooms, lectures, reviews, story telling hours, exhibits and educational movies. Often the library extends its services through the use of bookmobiles, special hospital services, outdoor reading rooms in parks and use of record collections to all who are interested.

Schools and Education for Leisure

The school is designed to pass on to each generation the fundamentals of man's accumulated knowledge, and to provide education in activities that will contribute to physical, emotional, mental, and social well being. These activities should contribute to the fullest development of the child's personality by

being unhurried, restful, and relaxing; yet satisfying enough to warrant continued participation in a wide variety of them.

Schools today are designed to include in the total over-all program a diversity of in-school and out-of-school experiences. It is through these experiences boys and girls are inspired to become interested, and skillful in activities which carry-over into adult life. It is through activities and experiences that they broaden their outlook on life and plan for the future.

Present day school curricula call for an ever broadening concept of education — an education that requires the attention of more and more specialists who, ideally, are true experts in their areas, and know how to interest children in that specialty. It is these people who offer so much in education that can be carried-over into the leisure-time of the child. A few of these specialists, who make such significant contributions to children, are active in:

The Field of English

The successful teacher frequently turns to the leisure pursuits of children to discover a background of interests, and past experiences to serve as a foundation for future assignments in reading, and creative writing. Very often it is the ideas of a good book, or the opportunity to do some creative writing that reverses this procedure with the result the individual has a new absorbing leisure activity — an activity with rich cultural possibilities.

A youngster, who when challenged by something he has seen or heard on television and does not understand turns to a reference to discover the answer, has developed a leisure skill that will be of value to him not only for the immediate present, but for the future as well. Once a student has pursued such a "problem" it often becomes, if it has a practical application, closely related to reading, and the background it gives, are writing, speaking and dramatics. Storytelling, for example, is an art that intrigues every age level from the young child, with a concern for fairy tales, through to the adult who strives to become a member of "The Liar's Club," the toastmaster at a public banquet, the writer of a novel, or perhaps a political candidate. Speaking and writing are closely interwoven for the speech, story, or event is creatively written, and based upon actual life experiences, or even the work of others. With success in telling, new abilities in speaking, writing, and reading are developed; with failure, they are abhorred. Success and satisfaction give possibility of new interests; new recreations. The alert, clever teacher makes such opportunities possible for all her students. To the extent that she creates new interests — interests in which the students actively participate — in reading, speaking, and writing is an indication of how successful she has been in establishing skills for leisure. Dramatics follow very closely an interest in stories, fairy tales, a reading assignment, a problem situation, or an experience unit. One way in which dramatics may well start is through the use of charades, skits, and socio-dramas. At a higher level they would be an expression of some playwright's work. There is, as a background to all of this, a fundamental training in listening. This in itself is more education than recreation but must be considered, or mentioned, as a significant contribution to reading, writing, speaking, and their use in dramatics.

Today more than ever before, music is a part of the heritage of the people of our country. Regardless of where we are, music can be heard; the kind of music the people want.

At the football game the band offers marches, fight songs, and the traditional Alma Mater, at the tearoom, coffee shop, and chain restaurants almost any type the guests wish, at elaborate dine-dance establishments the music is usually smooth, quiet, and mood-making, on the city-bound bus it may well be a medley of well-known American tunes, at work it varies by request, on radio, and television it is geared chiefly to the interests of teen-agers and their insatiable demand for a "good beat." There is of course a music for discerning, culture-minded listeners who wish a period with the world's great music. The choice rests with the consumer, and depends upon his education, training, and interests.

More children and adults are participating in programs involving music lessons, and musical instruments than ever before in the history of our country. Schools promote participation in musical activities through music appreciation courses, choral groups, orchestras, bands, quartets, special glee clubs, dance band groups, as well as individual instrumental lessons. Yet when any group gets together they cannot join together and sing ten songs for they do not know the melody or the words. As adults there are a few exceptions to this; they are the people who have been active in camps, service clubs, special choirs, and the like. Let them be "thrown-in" with a cross section of the population and music becomes almost completely ineffective from the participation standpoint.

There is no reason for this to occur, for the average individual is not lacking in musical potential. The only reason for this lack of interest can be methods of instruction used, and the materials that are introduced to the people. Music is important, a recreation in itself, and has few parallels in influencing the behavior of a people. It must be raised to its rightful place in the education for use in leisure.

Art is fundamentally the product of leisure, and is not too frequently learned or achieved as the result of public school programs. The school can, and usually does, interest a limited number of "talented" students in the pursuit of artistic activities. There is, usually, little attempt made to influence those who do not show a readily available talent. Despite the fact that we have easily available transportation the average student, in our public school system, seldom, if ever, visits an art museum or an exhibition of art of any type.

Too frequently, the concept of art education is to develop professional artists and their art works, rather than to educate the general population in an appreciation, and basic ability to perform in a way that will offer satisfaction in art as a leisure-time activity. The emphasis, for education purposes and "discovery" objectives, is basically on the wrong level. Education can, by re-evaluating its art program and objectives, give basic skills to a much larger group. This will, in the long run, uncover many who have potential talent but were never stimulated by a good introduction to art. That this is possible is evidenced by the fact that there is a continual "uncovering" of adult talent that has been reached by "late-in-life" association with art as a satisfying leisure program.

Very closely related to art is the broad area of "arts and crafts." This has been ignored, in its broader aspects, in all but a relatively few public schools.

Most elementary schools have a simple introductory program but they seldom move on to creative activities. As likely as not the entire class participates in the same project; this allows for little creativity, and affords but little satisfaction. If this program is to have value then new objectives and emphasis must be placed on the program.

Creative effort in clay, not merely ash trays, has real potential as a base from which talent and interest can produce satisfying experiences in this skill. Painting, modeling, sketching, leatherworking, ceramics, and rug hooking — all are illustrations of arts and crafts that can be taught in school, and developed through their use as a leisure-time activity.

In addition to art activities every school child, boy or girl, regardless of age, should be given opportunities for tinkering and scientific experimentation. Children and adults will enjoy working with radios, hi-fi and stereo record players, electrical devices, chemical experiments, autos, use of machine tools, and many other activities that are related to the do-it-yourself and crafts programs.

Athletics, Games and Sports

There is no need to call attention to athletics, games, and sports as interest areas for leisure use. They have been almost universally accepted as being satisfying by every age, and by both sexes. One important drawback in the use of these activities is a lack of fundamental skill. This is particularly true of older people who never had a good opportunity to develop a good level of skill in many activities. It is the skill of participation that intensifies the enjoyment of the game or sport.

The great error of school programs, when considering their over-all contribution to the education of people in this area, is the one-sided development that is represented by emphasizing the varsity teams that represent the school in varsity team contests. This does not mean that the sport or game is bad. Rather, there is need for emphasis upon a broader development to include a much larger number of students of all the varying degrees of ability. The student who is fortunate enough to engage in varsity activities gains a great deal. This gain may be as great as that obtained by the talented youth who develops his art or music ability beyond that of the average participant. The athlete, too, has a talent that should be encouraged.

The outcomes of these sports activities are not merely the basic skills of the game, but also the concomitants that go along with the sport. These include many things: opportunities to lead and direct others, intensive application to fundamentals that produce an understanding of the values of self-discipline and hard work, the ability to take orders and subject oneself to goals, positions and tasks that are not always pleasurable, learn why individuals and teams win or lose, and to develop the ability to be with and work with others socially at tasks that are difficult physically, and emotionally. There are few other leisure pursuits that offer the participants all these outcomes in addition to enjoyment and satisfaction.

There is often a mistaken belief that the use of the same activities at a lower level of skill, as in intramural programs, will bring the same outcomes, or provide the same values as varsity participation. This is not true for the standards, the goals, the quality of performance, the personal significance are not the same. The values for these participants, nevertheless, will be significant, but in a different way and at a lower level. Despite this a broad program

should be provided for both sexes, and at all age levels. The schools to administer programs of this sort will have to open their doors during vacations, Saturdays, and some nights to achieve this new participation.

The schools have other programs closely related to the use of leisure, and their effectiveness varies greatly according to emphasis, leadership and goals. The activities just mentioned under the topic of schools and recreation will serve to give an idea of the effectiveness, and scope of the programs that are currently in use. One activity, not yet commonly used by the great majority of school systems, school camping will be discussed under the general topics of Camping and Education.

Commercial Agencies and Recreation

Commercial agencies move into developing vacuums as soon as they exist, and promptly profit from them. This has been especially true of recreation. Commercial agencies have recognized the universal urge for relaxation and recreation, and have promptly taken steps to provide leisure activities that people want and enjoy. This business has grown to be a multi-billion dollar one in its broadest sense. That it has grown to this size is an indication the public, private, and semi-private agencies cannot provide all the facilities and programs required to serve the needs and interests of the people.

Despite the fact that business is fundamentally concerned with a profit motive, rather than service, it does contribute generously and often richly to the recreation of the people. Contrary to popular belief all their leisure activities are not passive. Many demand considerable education, training and culture background to secure the values they offer to the public.

Commercial enterprise moves, as the demand indicates, into any area that people will support well enough to assure a profit from the service. There has been a long parade of such activities in the area of recreation. Some of the commercial offerings are very active, some growing rapidly to improved status, others are declining while a few are almost extinct in many areas of the country.

A list of the vital and "alive" activities, together with those that are growing, is relatively easy to compile. Some of the major recreations in these categories are: television, golf, tennis, sailing, scuba and skin diving, boating, swimming, winter sports, square dancing, hunting, fishing, travel, sports (professional and collegiate football, baseball, basketball, ice-hockey), automobile, dog and horse racing, bowling and hi-fi, and stereo records. Among the activities that are declining in popularity are: college baseball, track, motion pictures, legitimate-theatre and opera (except in very large cities), circuses, rodeos, radio, traveling carnivals, excursion boats, gymnastic societies, professional boxing and wrestling, fencing, billiards and pool. The activities that are seldom seen or engaged in today include: bicycle races, sleigh riding, polo, cockfighting, vaudeville, laughing gas parties, chautauquas, burlesque, dime museums, athletic clubs (except in a few instances of continued popularity) and social "prestige" clubs.

The great majority of these activities are characterized by the fact that fees and admissions are important to most of them. Usually this is at a price which is within the reach of a good portion of the population.

As the individual income rises, and leisure is more available, commercial recreation becomes more and more popular chiefly because it is readily available without planning or previous preparation.

Commercial recreation has done a great deal to stimulate participation in recreation activities. One of the present day classics is the increased popularity of bowling, as an individual and family activity, chiefly because a familiarity with the sport has been developed through television broadcasts of contests. The same is true of golf, motor-boating, sailing, water skiing, skin diving and many other relatively new recreational activities.

It is through commercial development that many unusual activities can be brought to the public at relatively low cost; a swim in a pool, a round of miniature golf, a pail of golf balls for practice drives, a chip-and-putt golf course, the use of a trampoline, a baseball batting machine, a flight or two of arrows at an archery range, a string of bowling, and even a movie can be had for something more or less than fifty cents.

It is important to recognize that there are some negative phases to commercial recreation. The "passivity" common to commercial sports can be denied as illustrated above; yet often individuals elect "sit down or sit in" recreations that are merely "time-killers." It is these activities that are often purchased, and used as substitutes for real recreation. This cannot, for the most part, be considered as a valuable leisure time activity.

Further, it cannot be denied that oftentimes the locale of commercial recreation is such that it may encourage a demoralization through an association with drinking, vice, gambling, crime and poverty. This need not be the case where individuals have good judgment, and the standards of the community are high. On the whole one can find little that is inherently wrong, or even dangerous, in the use of commercial recreation.

Chapter V

CAMPING, EDUCATION, AND LEISURE

Education, recreation, and camping have found a common meeting place; the out-of-doors with its wild life, wooded hills, grassy meadows, and azure sky. The classroom is as large as all outdoors, the curriculum the depth and scope of nature, the teacher is the experience of living close to Mother Nature, and enrichment of learning comes from the attitudes of individuals as they search for the secrets of nature.

Camping is not new, for it is really as old as the human race. Man had his first experiences in camping when he was completely dependent upon nature for his food, shelter, and clothing. These experiences continued through the years as the American settler, trader, and explorer opened up the wilderness for homesites, trade, and new routes to the West, and the Pacific. In the 1840's and 50's men and women camped out in prairie schooners as they made the dangerous passage over the Santa Fe Trail, and further westward. Camping was their fundamental way of life.

Today, our national security depends to a great extent upon the success with which our young men, and possibly even our young women, meet the survival, and security needs associated with the world wide political, military, and social chaos which is evident today. Only slightly more than 5 per cent of our children ever experience an opportunity to live in a natural environment under even "semi-rough" circumstances. Our children are the product of an unnatural, artificial environment which though pleasant, convenient and enjoyable is not practical for "deepseated" training under "emergency" circumstances. This lack of "practical" education is every day leading to the rejection of men for the armed forces because the "survival" education becomes too much of a shock for some of them. Witness the mental and physical breakdown that occurred during World War II and the Korean conflict. Even a night alone in the woods has been too much for some adult men training for warfare.

Camp possesses the individual entirely. He lives, eats, sleeps, works, learns, plays twenty-four hours a day seven days a week with few, if any, outside influences to distract him. His everyday city life is completely changed. He learns to live a richer, fuller life, one in which he learns to depend upon his personal skills rather than on those of his parents, teachers, recreational leaders, police, and other agency personnel interested in or concerned, by reason of law, with his safety and welfare.

Textbook and lecture learning have held back the vital contacts with the realities of life that are the birthright of every individual. The area of learning in the out-of-doors was generally ignored completely and there were, until only recent years, very few efforts at planned learning that involved the individual in vital experiences with human beings, and with nature.

Camping has taken many forms and means different things to different people. In its fullest, and broadest sense it may be a family camping for a week or more in a state or national forest, a scout troop on a weekend or longer hike, a private camp with elaborate facilities, a youth serving agency camp with few facilities, a school camp designed for year-round use as a part of the regular school programs or a day camp where the children return home for the major meals and night-time sleep.

Camping regardless of its type provides many things for the individuals; among these are: opportunities for physical activity in game, or on trail, the nourishment of self-confidence by occasionally triumphing over difficulty or challenge as presented by mountains to climb, white water to canoe, fish to catch and cook, ski slopes to run, the chance to leave crowded cities and hard pavements for the solitude of footpaths, the fragrant odor of balsam as well as the opportunity and privilege to see, enjoy and wonder at natural beauty and its serenity.

Since the programs of organized resident camps, the family group camps, and the school camps make the greatest contributions to education this discussion will be limited to these types of camping.

Organized Resident Camps — The children, or adults, attending these camps remain for varying periods of stay ranging, usually, from two weeks to an entire summer. The tuitions for a stay vary from approximately thirty-five dollars for two weeks to more than a thousand dollars for an entire summer. These are the extremes, the others fall well within these ranges. Obviously, as the tuition rises, the camper should receive greater benefits from more and better equipment and facilities, more able leadership and supervision, better instruction, broader and more varied programs, improved health services as well as many more related services both educational and personal.

Camp Objectives — The objectives of resident camps are very much alike for they are all concerned with the outcomes of their program as they influence the camp, campers, parents, and in some instances, society.

For the private camp the concern is always that there be a profit sufficient to cover the investment, enough to maintain and even develop the site to some extent, as well as a salary and income for the owner. This is as much expected and important for the camp as it is for any business, or industry. In addition to the monetary return it is hoped that the aims and objectives of the campers and their parents will be achieved. This will guarantee a happy clientele that will return next year, and recommend the camp to their friends. A final concern is that the reputation of the camp will grow in stature in the immediate community as well as among professional workers.

The primary concern of the organizational camp is always to live within the budget. There is seldom a backlog of funds or other resources that can be used to make-up deficits. Since many of the children who attend organization camps come from "blighted," low socio-economic areas there is always hope they will return home better adjusted to make some change in their way of life. These camps usually feel that the changes which take place in the individual, even in small relatively insignificant things, are the most important outcomes of the program. Obviously they hope the campers will have a healthful, and happy experience as well as improve their recreational skills. There is basically little difference between the objectives of these different type camps.

Camper Objectives — Campers have some almost universal desires no matter where they come from, or the type of camp they attend. They want fun, new experiences, new friends, improvement in strength and skill, adventure, contacts with good counselors, and the opportunity to engage in new and interesting programs. Occasionally they attend a camp that is highly specialized in some type of activity so that they can gain prestige when they return home. These specialties are often sailing, basketball, baseball, swimming, horseback riding, music, art, dance, archery, or one of many others.

Parent Objectives — Most parents want their children to have a happy, safe, and healthful summer. They hope their children will meet and make new friends, learn to live more successfully with other people, develop new and challenging interests, improve their old skills to higher levels, and nearly every parent wants their son or daughter to learn to swim, or to swim and dive better. It is a very unusual parent who "dumps" his child at camp so that the summer will be trouble free for a change. Occasionally parents attempt to improve their social station by sending their child to an "exclusive" camp. Fortunately, or unfortunately, few parents are able to do this successfully through their children's camp experiences.

Society's Objectives — Society, as we know it, has a greater stake in organizational and school camps than in the others because it helps to pay, through gifts, donations, and taxes part of each child's stay at camp. It hopes that each camper will develop new interests, skills, and knowledges through an outdoor program. Also, it is desirous that each child develop a high level of moral and physical strength as well as a means to live better, and more useful lives in his community when he returns home. There is also the aim that the camper will develop an ability to recognize, and follow wise leadership as well as to afford leadership for others where he has special ability.

Camp Programs — Obviously, in the broadest sense, everything that happens in a camp is part of the program. It is based on facilities, equipment, length of stay, leadership, interests, and above all upon the philosophy of the agency, director, or owner of the camp. The latter is undoubtedly the most significant determiner of the type of program to be developed for he is concerned, before any activities are mentioned, with an answer to many questions:

Is the camp program to be formulated by the campers, counselors, director or possibly by a combination of any of these?

Is the camp to be highly centralized for all programs and administration, essentially decentralized, or some combination of the two?

What units in the camp are to be the bases for activities, the tent, the cabin, unit, or selected teams or groups? How permanent are these to be?

Are the counselors to be specialists, generalists or a combination of the two?

Are special interests to be considered in the development of the program?

Are the activities to be offered to the children, via facilities, to be those that can be engaged at home, only those that can be used in a camp environment or a combination of both?

Are schedules and plans, once made, to be considered as tight plans not ordinarily subject to change, unless by necessity, or are they to be changed whenever there is interest in doing so?

Will the program be planned or should it develop on the spur of the moment without previous planning?

Are there to be *any* required activities to be engaged in by all campers?

Should there be any effort made, and if so how much to provide balance to the activities engaged in by the children?

How much progression should be encouraged, or required, in the programs that are followed by the campers?

How many competitive activities, if any, shall be used in the program of the camp? How often should the camper engage in them? What type should they be?

What types of awards and recognition should be given to campers for success in specific programs?

How close and satisfying should the counselor-director and counselor-camper relationship be?

The questions, above, make demands upon a philosophy that is not easily arrived at by any camp, or program director. The problem is still further complicated by a selection of activities that are, properly, considered to be within the scope of good programs. The following list, though not all-inclusive, is quite comprehensive:

Nature — Animals, birds, trees, flowers, geology, weather, astronomy, insects, reptiles, fish, plants, tortoises, turtles, amphibians, edible plants, nature museums, etc.

Music — Singing, song leadership, musical performances, campfires, quartets and special singing groups, instrumental music, bands, orchestras, etc. Special emphasis needs also to be placed upon type, and quality of the music used.

Dramatics — Charades, stunts, skits, impersonations, storytelling, tableaux, shadow plays, pantomime, choral readings, recitations, pageants, musical comedies, operettas, and dramatic presentations.

Creative Writing and Publications — Stories, skits, poems, written evaluations, diaries (both personal and group), and the publication of daily newspapers, weekly or bi-weekly publications, and a final summer major publication.

Arts and Crafts — Natural materials project from the woods, fields, lakes, streams, paper maché, clay models, lead prints, flower prints, block prints, woodcarving, basketry, kites, airplanes, boats, puppets, copper, steel and silver crafts, tin can crafts, beadwork, belts, moccasins, leather shirts, trousers, tents, canoe paddles, maps, sketches, drawings, paintings, Indian headdresses, tomtoms, rattles, archery equipment, just to mention a few.

Aquatics — Swimming, diving, life saving, Red Cross or Y.M.C.A. swimming programs, life guard service, boating, canoeing, sailing, surf-boarding, water-skiing, skin diving, scuba, canoe trips, water games and sports, pageants, and motor boating.

Games and Sports — Individual or Dual: tennis, golf, handball, badminton, horseshoes, quoits, tetherball, paddle tennis, table tennis, croquet, bowling-on-the-green, bocci, etc.

Team: baseball, basketball, touch football, volleyball, softball, modified team games (kickball and endball), hockey, lacrosse, soccer, speedball, track and field events.

Mass Games: treasure hunts, gold rush, capture the flag, orienteering, scavenger hunts, counselor hunts, bear hunts, snipe hunts, etc.

Trips and Hikes — Day, overnight, three-day and longer hikes, mountain climbs, exploration hikes, day, three-day, ten-day canoe trips, outpost camps, visits to deserted farms and buildings, sawmills, quarries, historical sites, deep sea fishing, airports, quaint villages, prisons, automobile trips, bicycle trips, college visitations, etc.

Camp Craft — Firebuilding, cooking, baking, use of knife, axe, crosscut saws, signaling, totem poles, sharpening and caring for tools, firecraft, cooking

utensils, ovens, tents, shelters, care of insect bites, first aid, packing, pack sacks of all types, clothing knowledge, rain and stormy weather camping, purification of water, bed making, insect shields, preserving and protecting food, caches, cooking devices, ovens, menus, quantities, etc.

Religious and Inspirational Services — Daily hymn sings, daily prayer meetings, character talks, church services, construction of chapels, Bible lessons, readings, religious dramas and pageants, cabin religious services, non-denominational services, use of churches in town, visiting clergy and priests, religious motion pictures, etc.

Miscellaneous — Use of camp store, mail programs, letter writing, food from home, cabin parties, photography, special interest clubs, dances and games with nearby camps, visitor days, town visits, movies, haircuts, radio, comic books, library, television, medical services, cookouts, counselor days and time off, special entertainments, etc. Very often skills are given to campfires because of the cultural background and interest of their parents.

To select a program for the summer from these few is a task in itself but to do so for a two-week camping experience is quite another. Each of these activities has a contribution to make, each may possibly become an absorbing interest, and ultimately a fine leisure time pursuit yet make demands upon the individual from the standpoint of further education. The responsibility is great for the director or owner who has to make the decision that includes or excludes activities that may influence the life of any individual. All these are the basis for the education of individuals for the wise use of leisure. There is probably no organization in society that has such rich *opportunities* to influence our population as a camp. The problem is that organized camps seldom make a *lasting* impression on the population because the staff is too poorly prepared to move into depth in these skills, and interests. After the introduction has been made the usual policy is move on to another activity as a substitute for deeper instruction in the specific skill or interest.

Too often, the major emphasis is placed upon the activities in which the campers are already fairly well versed. This occurs because elective camp programs are based not upon a knowledge of what *can be done or learned,* but rather on a *biased background* of experience, and security. This comes, in part, from having to be sure that the campers are happy and secure.

The School Camp Program — Both the organized summer camp, and the school camp use the same classroom; the great outdoors with its green grass, quiet shade, stately trees, sparkling water, cool paths, valleys, hills and mountains. The school camp, however, goes further for it operates in all the seasons of zip to the air, the changing foliage, snow, ice, sugaring off, and the burst into bloom.

The education for what we call the "good life" in this country is the product of many influences. Our families, schools, social, and governmental agencies all contribute to this American philosophy of life. This unique philosophy has been expressed in many ways. Richest among them are: the Constitution with its Preamble, the Bill of Rights, the Declaration of Independence, the Gettysburg Address, and the Four Freedoms.

As our country has developed from its earliest beginnings more and more emphasis has been placed upon its schools and their place in educating individuals. Much of this country's greatness is due to emphasis upon individual initiative.

In recent years significant changes have been introduced into many of our school systems. Public schools now exist and are supported *not alone* for the individual, but also for the improvement of our form of society. These purposes can best be described by the philosophy, and objectives of the community as expressed through school personnel. A careful development, by the school staff, of these statements of the purposes of education are one of its major responsibilities. A second, and equally important problem is a statement of *how* these purposes and needs shall be met. Each community must meet these by effective, searching and critical evaluation of its schools, personnel and children.

Educational Needs

There have been many expressions of the purposes of formal education. There are, probably, as many as there have been investigations into the effectiveness of educational programs.

Vera Thurston, in an unpublished master's thesis at Boston University's School of Education, established the educational needs of children in the elementary school as:

1. Children need to grow in the ability to make successful social adjustments.
2. Children need to learn to live in their natural and scientific environment.
3. They need to learn to live in their natural and scientific environment. learning.
4. Children need to achieve and maintain sound mental and physical health.
5. Children need to develop creative abilities and aesthetic appreciations.
6. Children need to make worthy use of leisure.

The 1950 Edition of the Cooperative Study of Secondary School Standards lists the educational needs of youth in pretty much the same form.

1. They need to live with other human beings.
2. They need to achieve and maintain sound mental and physical health.
3. They need to learn to live in their natural and scientific environment.
4. They need sound guidance.
5. They need to learn to think logically.
6. They need to prepare for work, for further education, or both.
7. They need to learn to use their leisure well.

The marked thread of similarity which runs throughout these two statements indicates that children needs, as well as those of youth, are rather well defined and more or less commonly understood.

There are, naturally, specific differences between the needs of elementary school children and high school youth. These take the form not of concept or ideal but rather of importance at the developmental level. It is apparent that the needs of the elementary school child are basic and fundamental for the development of secondary school youth.

Since the school camping program is chiefly conducted for the elementary school age the criteria developed by Vera Thurston, under the direction of James F. Baker and J. Wendell Yeo, for elementary school children will be used as a guide for understanding.

The educational needs that follow are not discreet, and separate ones that cant or should be satisfied as an end in themselves. Rather, they indicate significant interrelated aspects of preparation for life that should be contributed to by early school education.

In the camp program, as in no other environment, the child will be in many situations that will require success as described by his educational needs. The camp environment is away from the regular controls, helps, and supports that the average child learns by habit to depend upon whether or not he has actual need for them. It provides unusual opportunities to think and do for himself.

The development of situations to meet these individual, and group needs, is relatively simple in a camping environment. The following opportunities are but a few of the real-life situations commonly available in camp, that are rich in opportunities to achieve success in reaching life needs.

The school camp program is undoubtedly in a prime position to achieve these goals because each camp experience is prepared for in the local school *prior* to arrival at camp, and has an evaluation *following* the return to school *after* the camp experience. The school camp offers, and guides, the following experiences for the children coming under its influence:

I. Children need to grow in the ability to make successful social adjustments.

   a. *Learn to work and play together*
   Opportunities to go swimming, attend campfires, play games, participate in work projects, tent duties, clean-up, eating and sleeping together, etc.

   b. *Share in making group decisions*
   Plan programs, trips, work projects, evaluation of results, cooking meals, etc.

   c. *Assume responsibility as an American*
   Practice minority and majority rights, privileges, and responsibilities, recognize the need for conservation of natural resources, be a working member of a governmental unit such as a cabin, group or camp representative.

   d. *Appreciate ideals basic to democratic living*
   Actual day and night contacts with boys and girls of different nationalities, races, creeds, religions and physical conditions.

   e. *Develop leadership and followership skills*
   Participate as a cabin leader, group leader, team captain, leader in food preparation, group projects, hike and trip responsibilities, dish washing, guiding the learning of others.

   f. *Develop concern for safety and welfare of others*
   Learn water safety, boating and canoeing safeguards, fire precautions and control, care of paths, tents, cabins, learn first aid, proper clothing for trips, etc.

II. Children need to live in their natural and scientific environment.

   a. *Learn about major characteristics of our land.*
   Trips and hikes to mountains, valleys, plateaus, swamps, shorefronts, etc.

b. *Learn about plant and animal life.*
Build terrania, wild life shelters, nature trips, identification and care of reptiles, birds and animals in their natural habitat, photography of birds and animals, plaster casts of prints of animal trails, visitations and explorations of abandoned homesites, lumber mills, farms, quarries, etc.

c. *Learn about conservation of natural resources*
Build trails, plant trees, build check dams, stream controls, fire breaks, fish conservation, check pollution in streams and lakes, restocking of fish ponds, animal break shelters, clearing of wood wastes, etc.

d. *Learn to use common tools*
Build shelters, cabins, lean-tos, foot bridges, check dams, repair paths and roads, collect firewood, cut brush, trim trees and shrubs, etc.

e. *Learn of inventions, materials, and products which affect living.*
Visit farms to see: crop growing, haying, hog raising, egg hatcheries, milking, cultivators at work, harvesters in the field, gathering of maple sap, sawmills, etc.

f. *Learn to appreciate major physical forces*
Observe the effects of erosion, water power in streams and runoffs, wind, lightning, uncontrolled growth of trees and brush, frost heaving, effect of sun and rain, etc.

III. Children need to develop proficiency in using fundamental tools of learning.

a. *Use of tools of reading, writing, listening, speaking, and computation*
Observe wild life, listen to natural sounds of the woods, make notes of trips, write reports of trips and findings, give talks before evaluation and campfire groups, use environment for problems in arithmetic, etc.

b. *Develop effective work and study habits*
Correlate trips, lectures, library work with actual field experiences, plan projects, budget time for work and recreation, evaluate achievement and learning.

c. *Read for information and pleasure*
Apply knowledge gained in reading to actual out-of-doors experiences, to identification, classification of natural objects.

IV. Children Need to Achieve and Maintain Sound Mental and Physical Health.

a. *Understand their own bodies and bodily functions.*
Care and prevention of injuries and accidents, proper food habits, elimination, over-fatigue, adequate rest, recognition of individual abilities and opportunities for successes, importance of personal cleanliness, need and selection of food in type and amount, stressing of accomplishment, etc.

b. *Opportunity for sex education, consistent with levels of maturity and to the extent the community will accept it.*
Observation of wild and domesticated animal life, the young of rabbits, snakes, birds, insects, etc.

c. *Opportunity to learn to work and play with children of both sexes.*
Recognition of interests, abilities and skills of opposite sex as well as their own, games, trips, projects, work and social activities together.

d. *Achieve a sense of security.*
Familiarity with out-of-doors, strangers, new situations, new activities, etc., come from the opportunity to have a wide experience and educational background which is provided by trips, programs and practice of doing a multitude of different things.

V. Children Need to Develop Creative Abilities.

a. *Appreciate beauty.*
The outdoors, the woods, lakes, streams, shady nooks, the fish, mountains, sunsets, starry nights, full moon, the quiet paths, the song of the birds, etc.

b. *Recognize ways in which they can aid nature.*
Care of birds, planting of trees, clearing of streams, protection of such trees as birch, improve areas, building check dams, clear underbrush, etc.

c. *Varied opportunities for creative expression.*
Build terrania, landscape, paint, color or draw wildlife, take good photographs, model in clay, carve wood, use natural resources to dye, to color, make objects of natural materials, etc.

d. *Participate in aesthetic endeavors.*
Engage in music, songfests, campfires, musicals, pageants, plays and dramatic activities.

VI. Children Need to Make Worthy Use of Leisure.

a. *Develop skill in planning leisure activities.*
Provide opportunities to make selection for broad and interesting choices, evaluation of results of selections, plan both as an individual and as a member of a group.

b. *Plan, through rich opportunities, well balanced programs.*
Select activities from each of the major groups of skills that serve to meet the needs of the individual through the satisfaction of some natural urge, encourage broad participation rather than specialization, etc.

c. *Utilization of well-trained leaders.*
Careful analysis of needs provide opportunities for varied programs, successful participation, and worthwhile experiences.

Programs of school camping that are developed with these goals in mind pay no attention to the usual forms of recreation as expressed by baseball, basketball, touch football, volleyball, golf, tennis, horseshoes, radio, motion pictures or television. The satisfactions, for most campers, are broader and more satisfying than those from most competitive sports. *The fellowship* of

the trail is sincere, deep and shared rather than being just competitive. *The desire for new experience* is met around the next bend, in the white canoe water, the exploration of a new area, the fast run down the ski slope or the tracking of the wild game. *A newer sense of satisfaction* is achieved by raising one's own standard of performance rather than surpassing others in competition. *The sense of physical well-being* comes from the continuous physical activity of living in the out-of-doors climbing, hiking, chopping wood, swimming, sailing, canoeing or even playing a musical instrument because they all afford satisfying outlets for physical energy. Probably the most significant outcome, in camping out, is *the emotional experiences* to be gained, not like those that are vicarious experiences as in ninth inning rally, the final minute touchdown pass, the "sexy" motion picture, or the majesty of the symphony, but rather, those which the participant has worked on to gain his response; the view from the high mountain top of the small village nestled on the edge of the lake, surrounded by cultivated fields, and topped by the shadows of a setting sun; the early sun rising over the horizon before the world is awake; the reaction to the applause after a recital, or a part in a dramatic presentation. These are experiences that have deep meaning for the person who has *earned* them.

Recreational relaxation comes to those who have engaged in challenging activity for the day, and are pleasantly fatigued in body, but happy in spirit and mind because of the fact that the individual has been successful. The success of the day may merely have been the timber cut, and stacked, the meals prepared, the fish caught, the wild life observed or the distance hiked. Relaxation is an appreciation of a happy state. It is through activities that satisfaction is achieved. One individual achieves his in sports and games while another gains his in camping experiences; one secures his through new experiences, and the other trods an old familiar path.

The school camping program has a unique advantage over that of the organized camp. In the school camp the unit is the individual classroom, and the teacher meets with her own students. Long before the class attends camp the teacher, the students, and camp resource leader have made plans *together* on what they will do, and learn while having their camping experience. The class as a whole makes decisions — decisions that assign responsibilities for many things. Students are named to be waiters, dish washers, cooks, wood gatherers, cabin duty chiefs, representatives to the camp council, mail clerks, orderlies, and for many emergency duties not yet determined. All plan projects and work assignments for the "community good."

Usually the students, while still in school, decide how the *class* will earn and raise the money for the cost of the venture, who will be the treasurer, how their program will be advertised in the community, how the money will be spent, and how those who do not cooperate with the project shall be treated.

The campers-to-be plan the insurance program for their own health and accident protection; they speak with the salesman to learn what their protection will be. They study the need for health examinations, and the type that each child should have before he arrives at camp. They make the arrangements for the transportation to take them to camp. The students see that each child has a parental permission slip to go to camp.

Seldom does a child in an organized camp ever have the opportunity to plan, to evaluate as a group, or even profit from expectation of what will come — he already has been told what the program will be and when it will come.

The values of each type of camp are obvious. The organization camp provides a ready-planned set of experiences, all led by well-prepared counselors whose sole purpose is to see that the camper learns basic skills through his leadership, has a great deal of fun, has ample security in his living and working circle and feels that he, the camper, is having the most wonderful time, and will most assuredly want to return to camp next summer.

The school camp gains an advantage by being a continuing program which begins in the classroom, develops in a camp environment, and then returns to the classroom to be evaluated, and discussed in the regular school program during the remainder of the year.

As L. B. Sharp has so aptly put it: "that which can best be learned inside the classroom should be learned there; and that which can best be learned through direct expression outside the classroom, in contact with natural materials and life situations, would there be learned." This is the value of school camping.

Camping as a Family Venture

The family is more and more becoming the hub of the camping program for many children. As the cost of camping ventures for children rises higher and higher it is obvious that more and more of them will have either a shorter stay at camp, or will fail to share in such an experience. This will be very unfortunate for probably only five per cent of the children of this country now have such an experience. Organized camping for two, three, or four children, and a vacation for the parents is becoming increasingly difficult to achieve. The cost is just too high!

The substitute for the above, *camping and a vacation,* is fast becoming a combination of the two — family camping. This involves relatively little cost when compared to summer camps, with their tuitions, and adult vacations away from the city. The chief cost is tentage for the family. In some areas tents can be rented, borrowed or shared with other families wanting a similar experience at a different time. The other equipment, for the most part, may be brought from home: blankets, old cooking utensils, camp-type clothing, sweaters, raincoats, camp tools (axe, shovel, saw), a lantern, flashlights, towels, wash basin, and other similar needs. The family car will get the campers to and from the campsite without undue problems if all members keep their personal clothing, and equipment at a minimum.

On succeeding years, as the interest mounts, some new equipment may be purchased: a gasoline stove, a gas lantern, air mattresses, cots, and equipment trailer, etc. These, however, are not necessary for a real camping experience.

The one, universal, requisite for all is that each must bring an attitude that this will be a glorious new experience, and fun for all. Everyone should be warned that there will be "cloudy days" — days that will not be too easy but will be remembered by all the family for years to come as they recall the experiences they had together. An experience in family camping will give each member an opportunity to see, and appreciate the other's abilities, and skills as well as to see them in a different light than ever before. The whole effect is one of increasing family solidarity, not only for the summer but for the remainder of the year as well.

Family camping takes several different forms. One of the most common is to camp out in State and National Parks, or Forests. Less common, but growing slowly, are the family camps that are owned and operated by private

individuals or social agency organizations that conduct camps for family groups. Some of these provide programs, meals, and leadership as well as separate housing or cottages for each family group. A few of these camps also provide special housing for parents so that they can get a vacation from the children. This violates the concept of family camping, however. A third is the type where families have their own, or rent a cabin in a recreation area on a lake some distance from home. The life is basically out-of-doors, and the program is centered around the needs and interests of the family members. Sometimes the living is plush, but then too, this is frequently true of many privately organized, and conducted, summer camps for children. Obviously, if the family is to secure the greatest satisfactions it is likely that they will find the first type of camping experience the one that provides the greatest possibilities for growth, and interest building.

The program will be obviously limited by the experiences of the family members. As it is a group project each individual has a responsibility to provide some part of the camping experience. Mother is not to be the only one to do cooking, dish washing, or laundry. Her contribution can be to teach others to cook, bake, and wash over an open fire. It may be a surprise to all that often the twelve year old son or daughter comes up with a "know-how" to make some task easier for all. This may come from an older experience in camping-out as a scout, or an application of an idea learned in a broad school program.

Each individual, long before the family leaves for camp, should have selected an area of outdoor education to specialize in so that he is able to contribute to the fun and learning of the remainder of the family. This may well be encouraged with even the youngest reader in the family. Once the spirit of being part of a program "catches fire" everyone will become an avid reader of naturelore in an effort to make a contribution to the family group. There are a tremendous number of "children's" books in the area of science, and nature that give outstanding backgrounds to any age who have weak or neglected talents in natural science. One cardinal rule, however, is that even if a family member already knows what another is giving, sharing, or doing that individual shall not give recognition that this is "old stuff." An attitude to the contrary quickly creates feelings of inferiority, and "what's the use?" or "Everyone knows more than I do."

The United States Bureau of Printing publishes a map showing the location of all the Federal and State Parks and Forests, and gives an indication of the type of facilities available for camping and recreation at each. Similar assistance can usually be received for the state facilities from each state capital. These sources will give interested individuals, and families all the required information they will need on where to go. In addition many good bookstores have books written on this general subject.

"Wink" Tapply, a National Recreation Association District Representative, conducts a program in White Lake State Park in New Hampshire that has captured the fancy of a good many family groups. It is called a "Family Camporee." Families representing many New Hampshire communities join together in a weekend experience of camping, fun, and good fellowship in the out-of-doors as a climax to their summer's camping. The camporee is creating such a tremendous interest that it is quite apparent that the day is not too far away that the present facilities will not be adequate for the number who want to participate in this activity.

Programs and opportunities in the out-of-doors are bound to have an effect

on the education of individuals in their use of leisure. The lure of camp life in the open is limited to no one age or group. The Boy Scouts of America in their booklet, *A Guide to Good Camping,* have this to say:

"As an individual becomes at home in the out-of-doors, he unconsciously absorbs some of the greatness of nature itself — the stillness of the forest — the merriment of the mountain stream — the breadth of the ocean — the freedom of the sky — the clearness of the wind — the beauty of the sunset. In working with nature to help provide his food and comfort, he learns some of the skills, resourcefulness and self-reliance of the pioneer. The woods, the streams, the trails and the wild creatures that inhabit them become his friends, and the out-of-doors a life long source of recreation."

All this is a way of life for the family and the individual — a vacation — an education — an experience never to be forgotten.

Chapter VI

SOME CONCLUSIONS

There are many people who would have the school eliminate the "fringe programs" of extracurricular activities because they are associated with play. These are the people who fail to understand that *one can learn equally well from either work or play.* Confusion often exists because the term play has lost its true significance, or meaning due to the fact it has been associated entirely with the activities of children. It is probably true that play is the "life-work" of children until they are ready to attend school. This association, play being childish, handicaps its use with others than just children. Critics frown upon the term but embrace it and profit from it as "recreation." What makes the difference, the term or the activities? Neither, for they are the same regardless of the name they are known by. It is merely the prejudice, ignorance, or misunderstanding that is created by an attitude; an attitude of superiority.

As was indicated earlier, the school has assumed primary responsibility for education. It is well recognized, however, that the school has no "corner" on education; for if it did our children would surely be a "sad product" of an archaic system. It is apparent that many other forces make outstanding contributions to the education of all individuals. The special abilities of the school, however, cannot be denied; they have no equal in many areas. Education is not merely a simple, segmented set of achievements, knowledges, attitudes or habits, rather it is a complex inter-related combination of all these with each having special significance under special circumstances — the whole is classified as a single entity. The very thought is "impossible." People are intelligent and ignorant, not generally, but in specific areas. On occasion the alert individual can disguise or hide his area or areas of ignorance for a period of time only to be "exposed" by no less than a child. Education, in its broadest sense, is not universal or in real depth for humans — it is more or less infinite.

Education is weak, or good, because of the varieties of agencies and individuals that are devoted to helping the individual grow and develop. This is equally true for education in leisure. The main problem in this broad area is the "superiority" of leadership; not that closely allied with recreation, but those who have an art or skill and select only to give it to a chosen few. They often make reservations or resist a recognition that the special area they are concerned with has value for all, albeit at a lower level. They also fail to recognize that contributions of specific activities, because they cannot see deeply enough the contributions they can, or do make for some individuals. There may well be prejudice, because in an earlier time they were unsuccessful with that activity or joined a group to ridicule those who were.

Leisure education is as broad as all the activities of life. Once used in leisure there is no reason to assume that the activity cannot have vocational or service values at a later date. There is not a single agency or individual in all our society that does not have in some way an opportunity to contribute to the education of another individual.

It is not within the province of any individual to condemn the leisure pursuits of any individual, or group until he has shown *what* he has personally done to change the mores of others. If he has not achieved in this area he has failed his responsibility and obligations — for any skill, under good leadership,

can become a vital, and vivid interest to individuals everywhere. The individual with the "glib tongue" contributes little or nothing until changes are made — changes for the better. This is obvious in this period of political activity — it matters not what happens, what is promised, what the results will be — the vote is the thing. The greatest list of unmet or unaccomplished promises are those of the politicians; not far behind these are the people who deal with intangibles. They too are often remiss in their responsibilities.

Throughout this publication considerable reference has been made to the term "good." This has broad and diverse meanings. Is this happiness? Yes, it can well be if we recognize that the happy man is so engrossed in activities that call upon all aspects of his ability and nature that he is reaching for an ideal beyond himself. Is it good because it satisfies, occupies or interests for the moment? This is questionable.

It is important to remember that human nature is such that a mere intellectual process seldom comes alive sufficiently to lead one on to further activity. The knowledge or good in itself is that which satisfies — but it satisfies only because it is also more objective than the knowledge itself. Perhaps this is the reason why one looks or searches for recognition. What probably is necessary for the deepest appreciation is not alone the ability to triumph over frustration, not the acceptance of constant surrender to the difficult but rather the equitable distribution of success and failure in the every day life.

In recreation, at its culmination, there should be a large measure of realization that there can be a certain degree of perfection. This can be maintained only as long as fresh experimentation takes place — when this is no longer possible — staleness sets in — and the constant repetition produces a gradual lowering of vital appreciations. Convention sets in and the customary, the usual, the known suppress any adventure. When this occurs the use of leisure is untouched by originality or promise, and the value of recreation ebbs away and civilization is the loser.

A slow decline, at any period, can be reversed if the cultural and creative springs have not been exhausted. Stimulation of these can be instituted and a revival of the use of "good" activities can be developed. This can happen only if your aims, ideals and thoughts run far ahead of our realizations.

Now that the machine culture is rapidly bringing us nearer the age of leisure man will be compelled to play more and work less. When man finds leisure hanging on his hands, he will be faced to think more about the wise use of the leisure which has been conferred upon him against his will. Man will one day get pretty tired of it all.

Without compensating skill in the use of leisure the fruits of our economic achievements will never be fully realized. Man without education in the use of leisure ultimately has to become a "moonlighter," a worker who holds two jobs as a means to gain more income or to meet the need for the use of leisure. It is the latter condition that is the greater concern for society.

What we know of the world today is probably only a small idea or part of what is possible. We have no means to see far into the future so it may very well be as Santayana says:

"Maybe the world will turn out, in the long run, to be a very different one from what we think it is."

If it does the education that has been provided for the use of leisure will be a major factor in this development. Whether it will be for the good or not, what is done in leisure today is bound to influence the future.

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